



Personal, Social, Health and Economic Citizenship Policy

December 2023

Policy Statement

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our school ethos is powerfully shaped by the importance we accord to personal and social development, which we encourage in every way possible. We aim to help our pupils establish a strong moral foundation so they have a positive self-image and this is reflected in how they behave and interact with others.

Our curriculum enables our children to become healthy, independent and responsible British citizens. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with many opportunities to learn about their rights and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life, the local community and the wider global community.

We are a Rights Respecting school and aim to plan opportunities for children to understand and reflect on the 'UN convention on the rights of the child' (UNICEF).

Aims:

- know and understand what constitutes a healthy lifestyle.
- have a sound understanding of risk and be equipped with the knowledge and skills necessary to make safe and informed decisions.
- understand how to form good relationships with others.
- have respect for others and understand the importance of identifying and combatting discrimination.
- be independent and responsible members of the school community.
- understand how democracy and the law works in Britain.
- be positive and active members of a democratic society with a voice that is listened to.
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- develop good relationships with other members of the school and the wider community.

Expectations and Organisation:

We recognise the importance of Character Education. We build on the characteristics of learning from the early years to ensure our children develop resilience, grit, self-esteem and self-confidence throughout their time with us. All children regardless of race, culture, gender or special needs are entitled to full access of the PSHE curriculum.

We use the A, B, C, D building blocks model:

- A.** Altruism. We encourage our children to help others by volunteering, by understanding how their behaviour affects others and by helping out at school and home.
- B.** Bounce back. In school, and through residential visits, children are encouraged to learn from their mistakes, to develop grit and determination and to try again if they fail at first.

- C. Comfort zone bursting. Through a range of outside activities, the School Council and through visitors to school we ensure our children try a range of new activities in different environments, collaborate with pupils from other schools and work with new people.
- D. Destination. We encourage our children to think about their futures and have high aspirations and encourage them to share their successes inside and outside school in our regular Celebration assembly. We work with STEM ambassadors from local industry and hold a Careers Week in the summer term.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to initiate and take part in a range of activities that promote active citizenship, e.g., charity fundraising, planning and involvement in school events such as assemblies and open evenings. Our children are encouraged to participate in discussions to resolve conflicts and each class sets their own class charter at the beginning of the school year. We offer the children opportunities to visit or be visited by speakers who play a role in creating a positive and supportive local community, e.g., health workers, the police, the fire service, St Peter's Church.

We strongly believe in the importance of equality. We want children to know who they are, feel proud to be who they are and to know they are accepted without judgement. By using No Outsiders, children build the language to challenge prejudice and show acceptance. The nine protected characteristics are displayed in every classroom.

We teach PSHE and citizenship in a variety of ways. In some instances, sessions are also delivered by outside agencies, e.g., NSPCC, Yorkshire Building Society, Mini Medics, Bikeability and Alliance.

We address PSHE and citizenship issues through other subjects, e.g., health through Science and through our delivery of the RE curriculum.

We also develop pupil' understanding of PSHE and citizenship through activities and whole school events, e.g., School Council and Rights Rangers meetings have a positive impact in school. We have days when children work together in their 'house' groups. Our KS2 children take part in a bi-annual residential visit. These visits focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

In Early Years PSHE and citizenship is taught every week through discussion and stories. There is lots of emphasis through the curriculum on the statements in the curriculum covering Personal, Social and Emotional Development. Elements are also covered as a child develops their 'Knowledge and Understanding of the World'. PSHE issues are addressed continually as our children learn to be with others in school and become active members of our school community.

In Key Stage 1 and Key Stage 2 PSHE and citizenship is taught through the delivery of lessons from the Twinkl. These focus on Building Relationships, Health and Wellbeing, Living in the Wider World, Following Rules, Resolving Conflict and Feelings. These focus on Relationships Education and Physical Health and Mental Well-being.

Economic education is taught through the Money Matters units created by Santander in Twinkl and visits by the Yorkshire Building Society. PSHE is timetabled and taught weekly. PSHE and citizenship is taught to all children to ensure they receive a broad and balanced curriculum.

Equal Opportunities

All children regardless of race, culture, gender or special needs are entitled to full access of the PSHE curriculum.

Pupils with Special Educational Needs

SEND pupils are given equal access and opportunities to access all lessons and are supported when necessary in their learning.

Role of parents

We recognise the crucial and valuable role that parents play in the education of their children. We are highly appreciative of the support and co-operation of our parents and the effective communication between home and school has a positive impact on the progress of our children. SEESAW is used to enable teachers to share work with parents and to enable parents and children to share their homework with teachers and the rest of the class.

Review

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe during lessons. We have clear expectations of what the children will know, understand and be able to do at the end of each key stage. Formal assessment, using our bespoke endpoints, takes place at the end of each half term through the use of SONAR. Half termly floor books are produced by class teachers as evidence. Evidence on SEESAW is also used by the Subject Leader. Children's progress in PSHE and citizenship is reported annually to parents. At the end of each school year children reflect and write a statement about what they have personally contributed to make our school a better place.

The Head Teacher and the PSHE and citizenship subject Leader are responsible for monitoring the standards of teaching and learning in school. The subject leader is responsible for supporting colleagues and informing them about current developments and resources. Half termly Personal Development Network meetings are attended as are termly Trust meetings.