



Personal, Social and Health Education Policy

Signed by:

Chair of Governors

Date:

| | |
|---------------------------------------------------------|----------------------|
| Committee with oversight for this policy | Resources Committee |
| Policy to be approved by | Full Governing Board |
| Policy last ratified and adopted by Full Governing Body | May 2017 |
| Policy / Document due for review | May 2019 |

Statement of Intent

'Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.' (DfE, 1999)

What is PSHE?

'(PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals, as members of families and of social and economic communities.' (QCA, 2008)

What is Citizenship Education?

Citizenship education facilitates children in making their own decisions and taking responsibility for their own lives and their local and wider communities.

Rationale

Personal, Social and Health Education (PSHE) and citizenship provide pupils with self-esteem, positive self-awareness and confidence to:

- Stay as healthy as possible;
- Keep themselves and others safe;
- Have fulfilling and worthwhile experiences;
- Respect the differences between people;
- Develop independence and responsibility;
- Play an active role as members of the school and the wider community.

Aims

At Woodlands Academy we believe PSHE and citizenship education enables children to become healthier, more independent and responsible members of society. We aim to achieve this through encouraging pupils to actively participate in contributing to the life of the school and the local community.

PSHE and Citizenship will be accessible to all pupils and will encourage children to:

- Feel confident and valued within a safe environment so they can express their opinions in a variety of contexts;
- Develop cooperation, mutual trust and respect for the values and attitude of others;
- Take responsibility for their actions by making informed choices with regard to health, safety, moral and social issues;
- Be aware of safety issues;
- Know and understand what is meant by a healthy lifestyle;

Our approach to our PSHE curriculum ensures that we meet the 5 strands of Every Child Matters which states every child has the right to:

- be healthy;
- stay safe;
- enjoy
- and achieve;
- make a positive contribution and achieve economic well-being.

Inclusion

All pupils, regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their personal and social skills and understanding within a safe, supportive and inclusive environment.

Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as able and talented.

PSHE enables pupils to learn respect and develop positive attitudes towards others.

Implementation and Organisation

PSHE and Citizenship cannot be confined to specific timetable time. A variety of forms of provision need to be considered and planned for throughout the Foundation Stage, KS 1 and KS 2. These will include:

- Discrete curriculum time, taught in line with the Ealing Schools scheme of work for PSHE and Citizenship and non-statutory guidelines (National Curriculum 1999/LEA Guidance 2010)
- Teaching PSHE and Citizenship through other curriculum areas;
- PSHE and Citizenship activities and whole school events;
- Through class and group discussions and stories

The school's elected school council are also actively involved in promoting PSHE and citizenship issues.

Impact

Through the teaching of P.S.H.E. children learn to show respect and understanding towards each other as they become citizens of the immediate and wider communities. This may be achieved through circle time and role play activities, assemblies, residential experiences and visits, visitors from the community and participation in sports activities.

The school council has heightened awareness of charitable organisations and with the support of the school community has raised money for various charities, such as Comic Relief, Children in Need, Macmillan Cancer Support, Food Aid, Help for Heroes and Street Child Africa.

Resources

- Long and Medium planning is stored on the shared drive.
- Books and resources are stored in a shared cupboard in the resources room
- The School Council is a 'resource' used to encourage pupil participation in decision making, ensuring they feel involved and have 'ownership' of many PSHE issues in school.

Assessment and Record Keeping

In PSHE and Citizenship there are two broad areas for assessment:

- Pupils' knowledge and understanding of what they have been taught;
- How well pupils can apply their knowledge and understanding in developing skills and attitudes, for example through managing conflicts, making decisions and promoting positive relationships.

The non – statutory guidelines (National Curriculum 1999, LEA Guidance 2010) can be used when assessing pupils' knowledge, understanding, skills and attitudes.

Formative assessment can take place through:

- Written work
- Discussion – debate, circle time
- Practical activities – role play, drama
- Observation, self – assessment and target setting

General comments about PSHE and Citizenship will be included in annual reports to parents.

Monitoring, evaluation and review of the curriculum

Following OFSTED recommendations (2012), the monitoring and evaluation of PSHE Education is carried out thoroughly using a range of evidence. Pupils' learning and progress is recorded to ensure they receive their full entitlement to education.

The PSHE Education curriculum and its delivery are monitored by the PSHE Education Coordinator with the support of the Leadership team using the following methods:

- Lesson observations and feedback to teachers
- Looking at samples of pupils' work
- Teachers making regular comments on the scheme of work/lesson plans
- Monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- Feedback from curriculum co-coordinators, phase leaders, class teachers and pupils about what has been covered.

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- Feedback from pupils and teachers about particular aspects of the RSE curriculum e.g. external contributors, theatre-in-education, peer education
- Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.