



## PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND RELATIONSHIP EDUCATION POLICY

### INTRODUCTION

This policy has been produced in response to the National Curriculum Framework for PSHE, Citizenship and Relationship Education. PSHE, Citizenship and Relationship Education stand for Personal, Social and Health, Citizenship and Relationship Education. Personal and Social Development is the outcome of PSHE Citizenship and Relationship Education. Successful PSHE, Citizenship and Relationship Education is achieved through a variety of forms including discrete Curriculum time through and in other subjects'/curriculum areas, activities and school events.

We recognise that a combination of these is needed for a whole school approach.

Due to the diverse nature of PSHE, Citizenship and Relationship education, this policy should be read in conjunction with the schools' policies on drugs education, sex education, health and safety, child protection, inclusion, bullying, RE, Rewards and sanctions, school trips and P.E

### AIMS

Schools are required to promote the personal and social development of their pupils.

This is embodied in section 1 of the Education Reform Act which says that the curriculum should:

- Be balanced and broadly based.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Provide opportunities for all children to learn and to achieve.

The means by which this is achieved is through personal, social, health and citizenship education.

### OBJECTIVES

1. To establish opportunities for increased pupil involvement in the life of the school.
2. To help our children to develop self-confidence and a feeling of worth.
3. To encourage our children to make healthy, informed choices about their lives.
4. To help pupils identify ways of responding to peer group pressure.
5. To develop a caring and considerate attitude towards themselves and others.
6. To develop a caring attitude to the environment.
7. To help our pupils to understand and manage their feelings.
8. To understand how society works, Rights and responsibilities.



## **ROLES AND RESPONSIBILITIES**

All members of the school community, including children, need to be involved in the development of the school's PSHE, Citizenship & Relationship curriculum. It is the responsibility of the Senior Leadership team to identify a member of staff to lead and coordinate the process and support the implementation of the resulting provision.

It is the responsibility of the head teacher to allocate sufficient funding to facilitate the implementation of the curriculum. It is the responsibility of the subject leader to monitor and maintain sufficient resources so that the curriculum can be delivered effectively.

### **Pupil Entitlement**

- Individual, peer group, collaborative group work.
- Discussion and role-play.
- Involvement in a range of problem-solving activities.
- Preparation and presentation of tasks for different audiences.
- Positive self-assessment.
- Positive marking, with verbal or written comments.

### **Implementation**

The class teachers will be teaching P.S.H.E. Citizenship & Relationship Education because they understand the needs of their pupils. As there is a large overlap between the programmes of study for R.E. and the aims of PSHE Citizenship & Relationship Education, part of the PSHE Citizenship & Relationship Education curriculum will be delivered through RE lessons. Social Development and Citizenship will be taught:

- Through separate timetabled time for PSHE, Citizenship & Relationship Education
- In circle time sessions
- Through Pastoral Care groups
- In combination with other subjects, and in literacy and numeracy

Provision for PSHE Citizenship & Relationship Education will also be provided during Assemblies, Extra Curricular Activities, School trips, visitors, School Council meetings, playtimes and special events in the school.

### **Planning**

- Clear, consistent frameworks of values in which to work supported and agreed by all.
- Supportive relationships between teachers and pupils, pupils and pupil.



- A classroom climate which encourages all to explore and encourages a high level of interest.
- Opportunities for development outside the classroom situation through responsibilities, extracurricular activities, educational visits etc.

### **Assessment**

There are no statutory requirements for end of key stage teacher assessment in PSHE, Citizenship & Relationship.

Teachers assess the children's work in PSHE Citizenship & Relationship Education by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHE Citizenship & Relationship Education framework.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines.

Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgmental.

### **Inclusion**

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable challenges.

Teachers should use a variety of techniques to include less able and gifted and able children.

Teachers will make every effort to try to adapt each lesson to include children with all the different learning styles. (See Inclusion Policy)

### **Teaching Strategies and Methodologies**

A balanced range of teaching strategies is needed to provide effective delivery of PSHE, Citizenship & Relationship Education for all children. The scheme of work emphasizes active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.

### **Cross Curricular Links**

Subjects such as ICT, English, History, Geography and RE provide opportunities for children to:

- Use role play and drama activities to ensure equality of access to a diverse range of language and literature.



- See the diversity of human experience and understand more about themselves as individuals and members of society.
- Understand that people involved in the same historical event had different experiences and views and developed a variety of different stories and interpretations.
- Challenge stereotypical views of countries and understand that all economic development takes place within a global context
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.

Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others.

All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds, that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made.

### **Health and safety**

L.E.A. Guidelines along with the School Health and Safety Policy will be followed where appropriate for the Health and Safety of our children.

Policy established and agreed:	April 2011
Policy review cycle:	Biennial
Policy reviewed:	September 2025
Date of next review:	September 2027
Member of staff responsible for the policy:	Mrs. Laura Okwesa (PSHCE/ RE subject Leader)