

# College Road Primary School

## Personal, Social and Health Education and Citizenship Policy

"We are all citizens with rights and responsibilities, and the traditions of Citizenship are handed on from parents to children... The need for education to inform and encourage children to become good and active citizens has been acknowledged... While learning to become good adult citizens, children develop as young citizens. "

(Pearson Publishing, 2002)

### Rationale: -

Through effective Personal, Social and Health Education (PSHE) and Citizenship pupils are given the opportunity to develop the appropriate knowledge, skills and understanding, which helps them to lead confident, healthy independent lives and to become informed, active and responsible citizens.

### Our aims are: -

We aim to help pupils reflect on those aspects of human experiences, which give rise to fundamental questions about life. Citizenship Education aims to develop the ideas young people have about what it means to be a good Citizen within the community.

### Our objectives: -

- ◆ To encourage pupils to contribute fully to the life of the school and the local community, by taking a productive part in activities and experiences across and beyond the curriculum.
- ◆ To develop self-esteem, co-operate with others and become increasingly responsible for their own learning.
- ◆ To reflect on social and personal experiences and reflect on spiritual, moral, social and cultural issues.
- ◆ To develop an understanding of the main political and social institutions which affect their lives.
- ◆ To consider their rights as individuals and members of a community.
- ◆ To develop a basic understanding of humanity, diversity and difference in order to give the pupils attitudes necessary for the formation of fulfilling relationships.
- ◆ To develop a healthy lifestyle within which they are safe and secure.

### Curriculum and organisation: -

Many of the principles of Citizenship are embedded in the College Road "statement of Intent" and within existing policies e.g. Equal Opportunities, Behaviour, Multi-Cultural Education and Bullying. This enables Citizenship to be taught within other subjects within the curriculum with opportunity for cross-curricular links.

To ensure the children achieve the objectives set out in the PSHE and Citizenship curriculum we have also adopted the QCA scheme of work combined with Folens scheme. The two schemes have been linked into a rolling programme and divided into topic units. The subject is taught in topic units, which clearly set out the learning objectives. This scheme of work will provide the framework for the teaching of Citizenship throughout Key Stages 1 and 2. This will ensure continuity and progression. The individual class teacher will address differentiation in the preparation of tasks and materials.

### **Key Stage 1**

In Key Stage 1, Citizenship is about the individual developing his/herself as members of their community. They will build upon their experiences and on the early learning goals for personal, social and emotional development. They will learn the basic rules and skills for developing a healthy and safer lifestyle. They will be encouraged to form good relationships and to respect the differences between people.

### **Key Stage 2**

In Key Stage 2 pupils will learn about the changes they go through as they grow and about respecting themselves as part of their community. They will be encouraged to become more mature, independent and self-confident. They will develop a greater understanding of the wider world and about global issues. Pupils will learn about the political and social institutions within the local area.

### **Foundation Curriculum**

Children within the Foundation Stage will be taught Citizenship through the objectives clearly set out in the early learning goals for personal, social and emotional development. The area of teaching will focus on the children's emotional well-being, finding out who they are and fit within the community.

### **Planning: -**

Planning is used to: -

- ◆ set clear objectives.
- ◆ ensure work is matched to pupil's abilities, experiences and interests.
- ◆ ensure progression, continuity and subject coverage throughout the school.

Staff follow the rolling programme and fit the units of work into their long-term plans. The SEAL guidance of work provide unit plans which set out clearly the learning objectives and suggests activities for that unit. These are used as a working document and can be adapted as long as the objectives are followed. Any changes are annotated onto the medium term planning and kept for future reference.

### **Assessment: -**

Evidence of children's work will be collected and may include items from the following: drawing, modelling and writing. Evidence may also be observed and include asking and answering questions, discussions, dance and drama.

Assessment is used to: -

- ◆ provide diagnostic information about individuals/groups

- ◆ plan future teaching and learning
- ◆ provide information for parents
- ◆ provide summative information for teachers.

### **ICT within Citizenship: -**

There are many opportunities within the teaching of Citizenship where ICT can be used as a support method. Currently available are: -

- ◆ Videos
- ◆ Cameras and video cameras
- ◆ Internet

### **Parental and Community Involvement**

The use of external agencies will be used to promote the curriculum and promote health education and the children's safety at all stages of the primary curriculum. For example: Junior Lifeskills, School Nurse, Fire Safety Officer and Police Officers.

Parents are welcomed into school at the beginning of each school year and are given an overview of topics that will be covered throughout the curriculum. Parents will be informed of any visitors or changes to the curriculum through the fortnightly newsletter.

### **Special educational needs: -**

The individual class teacher will address differentiation in the preparation of tasks and materials to ensure that it is appropriate to the learning experiences of the individual children. During this process any children within his/her class that have statements/IEPs or are Able and Talented will be taken into consideration to ensure that the children will be able to achieve at the level.

### **Equal opportunities: -**

It is the responsibility of all teachers to ensure that all the pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the curriculum and make the greatest progress possible. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Evaluation**

This policy will be reviewed on a regular basis to assess its value as a working document. Methods of evaluation will include assessing pupil's work and achievements, reviewing coverage of the units, analysis of plans, staff discussion and external advice.