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PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP POLICY			

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the school council and encourage them to give opinions in the classroom and throughout their time at school and ensure these are heard. This is in line with the vision, ethos and aims of Paradise Primary School.

Aim


To enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of race, faith, gender and mental and physical disability;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- 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.

Framework

PSHE and Citizenship in our school will follow the Framework for PSHE and Citizenship, given as non- statutory guidance in the National Curriculum. This framework is delivered through a variety of teaching strategies. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It is also taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (cross-curricular days, special visits, enrichment, special activities planned to allow the children to work together under different circumstances), playground buddies, School Council, classroom responsibilities, fundraising activities and other methods which provide links with parents and members of the outside community.

A whole school approach is used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy and Equality Policy.

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In following the framework our pupils are taught the four key components of PSHE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities;
2. Preparing to play an active role as British citizens;
3. Developing a healthy, safer lifestyle;
4. Developing good relationships and respecting and celebrating the differences between people.

In following the framework for Citizenship our pupils are taught:


1. Social and moral responsibility;
2. Community involvement;
3. Political literacy.

Learning and Teaching

We use a wide range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage them to have an opinion and express it.

PSHE and Citizenship is provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There are regular specific curriculum sessions to develop themes and share ideas e.g. circle time, class discussion and assemblies;
- Opportunities are found within other curriculum areas e.g. links with role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE;
- Activities are provided as group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and educational trips for the pupils;
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment;
- The children are involved when visitors come into school;
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development;
- Much of the curriculum is delivered through oral and practical activities;
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD-ROMs, internet, specific adults' e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

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Foundation Stage

During the Foundation Stage successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. Effective learning involves:

- Feeling safe, secure and able to trust the practitioners who work with them;
- Respecting themselves and others;
- Respecting children's cultures so that they develop a positive self-image;
- Learning about relationships;
- Learning about the importance of friendships;
- Developing a positive disposition to learn. Having opportunities for problem solving.

Key Stage 1


During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development:

- They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well;
- They have opportunities to show that they can take some responsibility for themselves and their environment;
- They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people;
- As members of the class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its community.

Key Stage 2

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their own communities:

- They become more mature, independent and self-confident;
- They learn about the wider world and the interdependence of communities within it;
- They develop their sense of social justice and a moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions;
- They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from our school;

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- They learn how to make more confident and informed choices about their health and their environment; to take more responsibility, both individually and as a group, for their own learning; and to resist bullying.

Various Abilities including Special Educational Needs

- We teach PSHE and Citizenship to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with lower ability;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss;
- Children have access to extra help as the need arises.

Assessment, Recording and Reporting

- Teachers assess the children's work both by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph form which is often visible in our termly newsletters;
- Through assemblies we celebrate personal achievement and reward thoughtful, caring behaviour;
- Children are often rewarded for good work and behaviour and have vertical age groups of children across the school who accumulate points to achieve also promoting team work;
- In each classroom every pupil has their own Citizen Passport which allows them to record, evaluate and reflect on areas of work throughout the curriculum that are relevant to PSHCE;
- A comment relating to PSHE and Citizenship will be included in the annual report to parents on pupils' progress.

Monitoring and Review

- The Headteacher and PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Headteacher and Co-ordinator support colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing strategic lead and direction for the subject in school;
- All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.