

**Corby Old Village
Primary School.**

**Personal Social Health
Education and Citizenship
Policy**

Introduction

At Corby Old Village Primary School “Every child matters”. We aim to provide opportunities for all pupils to learn and achieve and to promote children’s spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These aims are promoted throughout our curriculum and, with this in mind, consideration for PSHE and Citizenship is given as an underlying strand throughout all subjects presented in school.

The school was awarded the “National Healthy Schools Award” in Summer 2007.

The aims of Personal, Social Health Education.

At Corby Old Village Primary School we aim to promote self awareness, positive self-esteem and confidence in children to

- Stay as healthy as possible.
- Keep themselves and others safe.
- Have worthwhile and fulfilling relationships.
- Respect the differences between people.
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others’ abilities.

(This policy is closely linked, and must be considered, in line with the Special Needs Policy for Inclusion, The Child Protection Policy, the Behaviour Policy, the Anti-bullying policy, the Health and Safety Policy and the Sex and Relationships Policy.)

Curriculum and School Organisation

Pupils at Corby Old Village Primary School work towards the Early Learning Goals (QCA 2000) in the Foundation Stage where PSHE is one of the six areas of learning carrying equal weighting of importance in the time allocation through the teaching day. It permeates as a strand across the other five areas of learning. Key Stage 1 and 2 comprise of interrelated strands including social and moral responsibility along with knowledge of community involvement and support.

Opportunities are made daily to include the values and ethos of the school and to promote positive attitudes towards society and citizenship. There are some basic rules and sanctions shared with the school community. These are promoted in the ethos of the school, through the prospectus, parent consultations, communications with our community, through our teaching, classroom organisation and management. The school has a behaviour code of practice, linked with an anti-bullying policy, based upon positive praise and rewards for good behaviour and attitudes to learning and citizenship.

The school has a daily collective worship which provides the opportunity to enhance pupils’ spiritual, moral, social and cultural development. It can identify, promote and celebrate the school’s values.

Key Stage 1 and 2 have a framework for teaching aspects of PSHE and Citizenship as a discrete curriculum time. This may take the form of discussion, debate, circle time, reflection and the gaining of knowledge, skills and understanding. PSHE and citizenship are taught through and in other subject and curriculum areas.

Year 5 and 6 elect a school council who discuss and share the thoughts of the children within

the school with each other as well as with staff and senior management.

Children have opportunities for school visits, residential experiences, special events and occasions in school, visitors and workshops provided by outside agencies and groups.

A range of teaching strategies are used to provide breadth of effective learning opportunities including active learning, enquiry, discussion and participation.

PSHE and citizenship is particularly linked to R.E. along with other curriculum areas. These include English, Mathematics, Science, Geography, History, P.E., Music, Technology, ICT and Art.

The school has a behaviour and anti-bullying policy. The PSHE curriculum builds on the aims of these policies to prevent unacceptable, anti-social behaviour.

Assessment/Recording/Reporting

There are two main areas for assessment.

- Children's knowledge and understanding of information on health, rules, safety and ideas.
- How well the children can use their knowledge and understanding in developing skills and attitudes.

Observations of children are made by the teacher and all reports will have a section to communicate pupil's development in PSHE annually. Parents are kept informed on positive praise through merit awards, certificates and stickers awarded regularly with special praise on Fridays. Anti-social behaviour is also transmitted to parents when the need arises to maintain good working relationships with the family and to improve the ethos of the school.

Co-ordinator's Role

Under the leadership and management of the Curriculum co-ordinator PSHE and citizenship strands in other curriculum areas are monitored and celebrated. The role of the co-ordinator can include:-

- Preparing a draft policy for staff discussion
- Advice
- Help in planning
- Leading staff meetings
- INSET
- Monitoring and evaluating the planning, delivery and recording of PSHE.
- Co-ordinating of resources within a delegated budget.

Resources and Accommodation

Teachers prepare their own resources according to the aspects being taught and the subject areas incorporating PSHE and citizenship.

The purchase of resources is planned each year for the school curriculum and again materials are bought to broaden the children's knowledge, skills and understanding of the environment and community in which they live. The school has a purchased scheme that is used as a framework of themes and teachers use the materials as felt appropriate. This is enhanced through the Tocade materials as well as other resources to help children understand and empathise with the world in which they live.

INSET Provision

INSET needs are identified through:

- School development planning
- Curriculum review and evaluation
- Co-ordinator needs
- Individual needs

These are prioritised by the Headteacher/INSET Co-ordinator and curriculum Co-ordinator. A variety of providers are used.

Equal Opportunities

All teaching and non-teaching staff at Corby Old Village Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

All pupils have equal opportunity to undertake all aspects of work in PSHE and citizenship and have equal access to PSHE and citizenship based teaching and learning throughout any one school year.

PSHE and the provision of equal opportunities is the responsibility of the class teacher. General monitoring is the responsibility of the Headteacher/ Assistant Headteacher ..

Special Educational Needs and inclusion.

Pupils who have been identified as requiring an Individual Education Plan are expected to have equal access to the curriculum. They experience the same planned units of study but their activities are differentiated according to their ability. Their IEP is planned in consultation between the class teacher, SENCO and possibly IPS colleagues. The programme is administered by the class teacher, often with the support from a Learning Support Assistant or Teaching Assistant as an integral part of the day. These programmes are evaluated separately under the terms of the Special Needs Code of Practice or similar benchmarks.

All pupils should have access to a broad, balanced curriculum, which includes PSHE and citizenship and should make the greatest progress possible. Individual needs are met through the grouping of pupils and differentiated tasks.

School Transfer

When a pupil transfers to another school, the DFES Transfer sheet will be completed and the child's profile folder, containing copies of annual reports, will be sent to the receiving school.

Evaluation and monitoring.

Daily monitoring by the class teacher of the curriculum delivery and pupil's progress is made according to the teacher's own methods. This may be in a mark book, pupil profile or even mentally, with no written documentation. Specific achievers are noted on the weekly planning sheets.

Evaluation is maintained by parents, the community and the Governors based upon the day to day responses of the school, its interaction with the community and its image.

This document will be subject to a systematic annual review.
The document was written in consultation with the staff and Governors.

This policy was amended and reviewed in September 2007.