



Personal, Social, Health and Emotional Education (PHSE) & Citizenship Policy

**Adopted: Spring 2023
Review: Spring 2026**

POLICY FOR PSHE and Citizenship

See also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Sex and Relationship Education, British Values.

INTENT

At Meadgate, we help all children to develop an understanding of the place that they hold in society and in groups within society such as families, school, clubs etc. We aim to enable children to understand their own bodies and how to keep safe and healthy and to encourage a growing sense of self-worth and self-responsibility towards keeping themselves safe and healthy and to build meaningful and happy relationships with others within these groups.

We use The Jigsaw scheme of work and we make meaningful links with other subjects of the curriculum.

We teach children about their rights and responsibilities.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community through participation in clubs, sporting activities, school council and other activities within and outside the school. Through this, they learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Our objectives in the teaching of PSHE and citizenship are;

- to know and understand what is meant by a healthy lifestyle and to make healthy choices relating to food choices, exercise and screen time.
- to be increasingly aware of potential dangers and risks they may encounter and how to keep themselves safe.
- to understand how to build and maintain good relationships with others and how to resolve conflict where it may arise.
- to have and show respect for others.
- to be thoughtful and responsible members of their community and their school.
- to become active members of our democratic society.
- to develop self-confidence, resilience and self-esteem.
- to make informed and responsible choices regarding personal and social issues.
- to develop good relationships with other members of the community.

IMPLEMENTATION

We follow the JIGSAW Scheme of Work from EYFS to Year 6.

We use a range of teaching and learning styles. We emphasise active learning by including the children in small and larger group discussions, investigations and problem-solving activities.

We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events through School Council or involvement in helping other individuals or groups less fortunate than themselves. Pupils are encouraged and able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as The Life Bus from Coram Education, health workers, police, fire brigade and members of the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and Citizenship

We teach PSHE and citizenship in a variety of ways. On a regular basis, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example, if teaching about local environmental issues in geography, we would offer pupils the opportunity to find out about the local area and share ideas on how we can look after this. We also work with external partners to provide children with a meaningful experience. We deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons as well as through addressing issues that arise in class, the playground or even on the news.

We develop PSHE and citizenship through various activities and whole-school events, e.g. the School Council representatives from Years Rec-6 meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

EYFS

In Reception as an integral part of our topic work, our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception, when we teach 'how to develop a child's knowledge and understanding of the world'.

SEND and inclusion

We teach PSHE and citizenship to all children, regardless of their ability. We aim to provide learning opportunities matched to the individual needs of children. Intervention through School Action and School Action Plus will lead to the creation of a One Plan. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their One Plans, of which some targets may be directly related to PSHE and citizenship targets.

For gifted and talented pupils, teachers try to provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

IMPACT

We assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in The Jigsaw Programme. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group and Key Stage.

We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

Monitoring and review

The planning, monitoring and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a contact point for leading and direction for PSHE;
- following a subject review on our 3 year cycle presents a report to governors.
- uses allocated time to review evidence of the children's work and, if possible, to observe PSHE lessons across the school.

This policy will be reviewed every three years.