



PSHE and Citizenship Policy

Agreed: September 2019

Review: September 2021

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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Introduction

Hatherley Infant School is committed to the promotion of pupils' personal and social, health and citizenship education because we want our children to become healthy, independent and responsible members of our community and society as a whole.

We want our children to play a positive role in their own development to produce a feeling of self-worth. At Hatherley, we believe that our children can do great things and become great people.

Statement of Intent

We will endeavour to enable the children to:

- have a sense of belonging and purpose
- feel confident about themselves
- make their own decisions in an informed way
- take responsibility for their own actions
- act independently
- be encouraged to lead a healthy lifestyle
- to have understand that their views have the right to be heard

We believe citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.' (The National Curriculum in England Framework Document (DfE) 2014)

Aims

- To ensure that all pupils acquire a sound knowledge and understanding of the British values.
- To ensure that all pupils develop an interest in being the best citizen they can be and want to make a contribution
- To ensure that all pupils are equipped with the skills to think and answer questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.
- To ensure that all pupils know how to keep safe in a range of situations
- To ensure that all pupils know a range of calming strategies
- To ensure that all pupils know the importance of quality sleep
- To ensure that all pupils know what it means to be mindful
- To ensure that all pupils know how to make and be a good friend

Curriculum, Planning and Organisation

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

Teachers collaborate on the planning of the subject to ensure uniformity in provision and to share expertise. The school uses the Safeguarding PinK curriculum and SEAL planning. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil/groups of pupils

Equality and Inclusion

We as a school community have a commitment to promote equality.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Teaching and learning

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Promoting fundamental British Values

We ensure that the fundamental British values are embedded and promoted through our school. Our development of SMSC, our PSHE whole school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

We strongly believe and encourage in the children's healthy lifestyles. We promote and support the children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Organising walk to school weeks and school sports day
- Offering a range of after school clubs such as football, Zumba and dance
- Providing fresh fruit daily and free milk for children under five
- Organising healthy living week make and creates

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring & review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the PSHE subject leader supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions
- EYFS will make judgements following the development matters
- KS1 will make judgements (termly) using an assessment tool

Resources

The school has resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises and when requests are made to the subject leader. Timetables and resources are available for each year group from EYFS to Year 2.

Monitoring the effectiveness of the Policy

The Headteacher, inclusion lead and PSHE subject leader are responsible for monitoring the standards and effectiveness of this policy.

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Link Policies

- Anti-Bullying
- Assessment
- Curriculum
- Drugs
- Food and Drinks
- Health and Safety
- No Smoking
- Sex and Relationships
- Teaching and Learning