



## Key Stage 1 and Key Stage 2 Curriculum Policies

### PSHE AND CITIZENSHIP

#### **1 Aims and objectives**

- 1.1 We believe that education in PSHE and Citizenship enables children to become healthier, more independent and more 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 to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and Citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.
- 1.2 Our PSHE curriculum is co-ordinated by our kodesh department and integrated into both the kodesh and secular curriculum.
- 1.3 Our objectives in the teaching of PSHE and Citizenship are for all of our children:
- to know and understand what is meant by a healthy lifestyle;
  - to be aware of safety issues;
  - to understand what makes for good relationships with others;
  - to have 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 and self-esteem;
  - to make informed choices regarding personal and social issues;
  - to develop good relationships with other members of the community.

#### **2 Teaching and learning style**

- 2.1 We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in 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 (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are 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 health workers, police and local rabbonim, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **3 PSHE and Citizenship curriculum planning**

- 3.1 We teach PSHE and Citizenship in a variety of ways. Sometimes e.g. when dealing with specific issues, 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, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.
- 3.2 Our PSHE curriculum is co-ordinated by our kodesh department and integrated into both the kodesh and secular curriculum. The school also makes use of the QCA units for teaching Citizenship at Key Stages 1 and 2.
- 3.3 We also develop PSHE and Citizenship through various activities and whole-school events e.g. the school council representatives from each form 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.
- 3.4 We use material from the **LCP PSHE and Citizenship Resource Files curriculum** which refers back to the National QCA schemes of work for PSHE and Citizenship.

### **4 The Foundation Stage**

- 4.1 We use the document "Curriculum Guidance for the Foundation Stage" (DfEE/QCA) to inform planning in the Nursery and Reception classes.
- 4.2 We teach PSHE and Citizenship in the Foundation Stage classes 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 Early Learning Goals. We also support Citizenship education in the Foundation Stage classes, when we teach 'how to develop a child's knowledge and understanding of the world'.
- 4.3 Our Foundation Stage curriculum policy, **Personal, Social and Emotional Development**, as well as our Foundation Stage policy **Care Learning and Play**, contain more detailed information regarding PSHE teaching and learning in our Foundation Stage classes.

### **5 PSHE and Citizenship and ICT**

- 5.1 ICT makes a contribution to the teaching of PSHE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global Citizenship by using the Internet and e-mail. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

### **6 PSHE and Citizenship and inclusion**

- 6.1 We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE and Citizenship,

teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE and Citizenship targets.

- 6.2 For gifted and talented pupils, teachers will 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.

## **7 Assessment for learning**

- 7.1 Our teachers 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 National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

- 7.2 Our teachers record in their mark books the achievements of pupils in PSHE and Citizenship. We report these achievements to parents each year.

- 7.3 We encourage our pupils to keep records of their contribution to the life of the school and the community in their personal record-of-achievement file.

- 7.4 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.

- 7.5 Towards the end of each year, we record in each child's **National Curriculum Record of Achievement booklet** their PSHE achievements and experiences. We pass these booklets on to the next teacher at the end of each year. When pupils move to new schools (either at the end of Year 6 or earlier) we pass each child's **National Curriculum Record of Achievement booklet** to the receiving schools.

## **8 Resources**

- 8.1 We keep resources for PSHE and Citizenship in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHE and Citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

## **9. Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy)**

- 9.1 We believe that every pupil should have the opportunity to achieve the highest possible standards.

- 9.2 We ensure that all children, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning.

- 9.3 The curriculum we offer in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

- 9.4 We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.

- 9.5 We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.

## **10 Monitoring and review**

10.1 The planning 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 strategic lead and direction for PSHE;
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

10.2 This policy will be reviewed at least every two years.

**Signed: *Sara J. Harris* (Headteacher)      (Chair of Governors) *Eddy Breuer-Weil***

**Date: June 2007**