

# St Thomas of Canterbury Church of England Infant School

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## PSHE and Citizenship Policy

### Aims and objectives

At St Thomas of Canterbury Infant School we believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We believe that PSHE education allows the children to acquire the knowledge, understanding and skills needed to manage their lives both now and in the future. The qualities and attributes developed allow the children to thrive as individuals, as part of a family and as members of society.

### 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, developing a sense of value for themselves and 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
- have a sense of purpose
- to be an active partner in their own learning

### Teaching and learning style

We use a range of teaching and learning styles to meet PSHE and citizenship requirements of the PSHE Association and the 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 children 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 clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **PSHE and citizenship curriculum planning**

As a member of the PSHE Association, the school plans for PSHE using the PSHE Association's Programme of Study for PSHE education. The focus of the PSHE sessions are drawn from the outcomes and reflect both school and local data in order to address the needs of the children at our school as well as addressing current trends and needs. Planning takes into account the aims, the ethos of our school, other curricular areas and time restraints. Where appropriate, cross-curricular links are made to enhance the teaching and learning; however, this is not used to replace discreet PSHE teaching. Lessons are planned to develop an area of learning over time using layer-by-layer learning to develop children's understanding, confidence and skills. The PSHE Lead uses data and planned schemes from the Junior School to identify and track continuity and progression whilst ensuring that the needs of the children at St Thomas of Canterbury Infant School are at the forefront of teaching and learning in PSHE.

## **The Early Years Foundation Stage**

Personal, Social and Emotional Development is a prime area of learning and is at the core of many activities taught and delivered within the EYFS curriculum. The focus of learning is on the three areas: 'Making Relationships', 'Self-Confidence and Self-Awareness' and 'Managing Feelings and Behaviour'. PSED activities are planned for each day in the EYFS and are regularly assessed and monitored.

## **Personal, Social, Health, Economic Education and Computing**

Computing makes a contribution to the teaching of PSHE and citizenship in that children in Computing lessons learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of e-safety and other issues related to electronic communication, the children develop their own view about the safe use of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## **Personal, Social, Health, Economic Education and Citizenship and Inclusion**

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 Support Plans, planning for Disadvantaged children and EHCPs will lead to the creation of a curriculum available to all. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their individualised plans, some of which may be directly related to PSHE and citizenship objectives and outcomes.

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

## **Assessment for learning**

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 outcomes in the PSHE Association's programme of study. We have clear expectations of what the children will know, understand and be able to do at the end of each Key Stage. Assessments allow us to identify where the children are at before, during and after the learning and allow us to gauge the next steps required for our children. Assessments may take the form of many styles and do not solely rely on recorded work. Reports are sent home at the end of the school year detailing the children's progress in all areas and progress in PSHE is reported on.

## **Resources**

The PSHE Lead is responsible for the purchasing, maintenance and storage of resources. As a member of the PSHE Association we have access to a range of resources and planning tools. We hold a selection of reference materials for teaching, learning and approaching sensitive issues. Resources being used within school should:

- meet the needs of all learners
- provide breadth and balance
- be factually accurate and up-to-date
- be free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability.

## **Monitoring and review**

The planning and coordination of the teaching in PSHE is the responsibility of the whole teaching staff as it is planned and delivered across the whole school curriculum. Monitoring will take place in the form of climate walks, lesson observations, pupil voice and work sampling. PSHE should be evident within the learning environment.

This policy has been shared and reviewed by staff, governors, parent and child representatives and can be accessed by all stakeholders via the school office.

This policy will be reviewed at least every five years.

March 2017

(This policy should be read in conjunction with: Safeguarding, Behaviour and Discipline; Science; Physical Education; British Values, Food; Health, Safety and Welfare; SRE, E-Safety, Worship and Relationship Education).