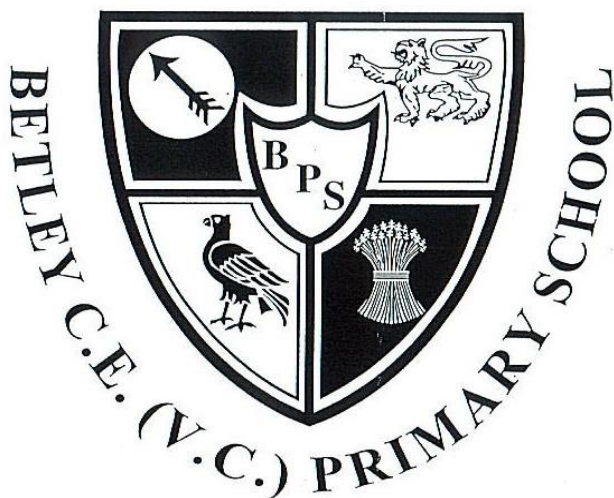


# PSHE & CITIZENSHIP

## Betley CE Primary School



<b>Last reviewed on:</b>	September 2020
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<b>Next review due by:</b>	September 2023
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<b>Completed by:</b>	A. J Long
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<b>Link Governor:</b>	TBC
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<b>PSHE and Citizenship</b>

At Betley C of E Primary School, we aim for a high quality PSHE curriculum which should give pupils the skills and knowledge to become healthy, happy independent and responsible members of society. Because of this, we have set out this policy.

### **Aims**

- To ensure that PSHE and citizenship education provides education to help our children deal with and make good choices when faced with the difficult moral, social and health related issues that arise during life and within society.
- To help learners to develop the knowledge, skills and understanding they need to live a confident, physically and mentally healthy life, to be independent and active members of a global society.
- To ensure that all pupils understand rules of society, in all contexts and why these are important.
- To ensure that all pupils understand their roles and responsibilities within society including environmental issues and financial responsibility.
- To ensure that all pupils understand how to keep themselves safe by actions and precautions.
- To ensure children know how to make and maintain relationships and recognise what makes healthy and unhealthy relationships.
- To ensure children understand and welcome diversity both locally and in the wider world, encouraging respect, tolerance and empathy.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

### **Teaching of PSHE**

- PSHE is taught in weekly topic based lessons for up to 60 mins
- PSHE can be taught within a topic or as a stand-alone subject. Each PSHE topic can last for a period of one-half term.
- We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding in PSHE.
- Children are given opportunities to develop their maths and literacy skills in PSHE lessons.
- The use of information and communication technology will promote, enhance and support the teaching of this subject area.
- The marking policy is to be adhered to when marking the work produced by children in PSHE lessons.

- Teachers are provided with planning for PSHE but flexibility to adapt lessons may be required to suit a learning opportunity or to collaborate on the planning of the subject to ensure parity in provision and to share expertise.
- Curriculum planning is managed in three phases namely:

### **Curriculum Planning and Organisation**

Teachers follow the Entrust scheme of work and planning of the subject is provided as part of that. Flexibility to allow spontaneous learning opportunities or when a further need is identified is given. 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

### **Differentiation**

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.

- Differentiation in PSHE can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.
- Children will be given differentiated tasks that are matched to their level of attainment.
- Teachers will demonstrate good planning resulting in effective teaching and learning with all children making good progress.

- 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.
- 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.

## **PSHE Assessment**

Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. Work is marked at the point of learning to ensure that assessment is carried out immediately and that misconceptions are dealt with as quickly as possible. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

In addition to this, a more formal use of assessment is used each term.

Teachers will;

- make comments in pupil's books related to the learning goal and give pupils a PITSTOP if necessary. (in accordance with the School's marking policy)
- carry out medium-term assessments on the designated school assessment grid to measure progress against key objectives in the curriculum and further use this to adjust planning;
- inform parents and carers of their child's progress and targets

## **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy and
- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy.

The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Headteacher and the Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - planning checks and work trawls
  - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

### **Role of Subject Leader**

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
  - auditing the subject area
  - review of the scheme of work

- monitoring teachers planning
  - lesson observations
  - scrutinising children's work
- discussions with pupils
  - ensure continuity and progression throughout the school;
  - devise a subject improvement plan;
  - provide guidance and support to all staff;
  - provide training for all staff on induction and when the need arises regarding;
  - attend appropriate and relevant INSET;
  - keep up to date with new developments;
  - undertake an annual audit and stock take of resources;
  - purchase new resources when required and in preparation for the new academic year;
  - manage the subject budget effectively;
  - undertake risk assessments when required;
  - review and monitor;
  - annually report to the Governing Body on the success and development of this policy

### **Role of Teachers and Support Staff**

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- that their marking has a purpose and is consistent;
- children receive clear feedback about their strengths and areas for development in their work;
- children are encouraged and rewarded for their efforts and progress;
- marking and feedback informs weekly planning;
- children know their targets for improvement;
- children celebrate their achievements;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

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- the School Handbook/Prospectus
- the School website

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

### **Monitoring the Effectiveness of the 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.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

