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# Policy for PSHE & Citizenship

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## Mission Statement

At Hudson Road Primary we aim to value each child as an individual, and to foster a sense of belonging to the school family. It is our intention that everyone should be respected, enabled to develop his or her potential, and to learn in a calm, caring and secure environment.

## Policy Statement

In Hudson Road Primary School, we believe in the importance of education for the development of the whole child. Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE and Citizenship contribute significantly across the whole curriculum to our responsibility to help prepare our pupils for the opportunities and challenges of life.

## Aims

The aims of PSHE and Citizenship are to enable children to:-

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical ability.
- Be independent and responsible members of the school community.
- Be positive and active members of democratic society.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

## Curriculum Organisation

- In addition to focussed PSHE lessons it is also taught within every subject area as part of cross-curricular projects and in response to isolated incidents in school.

- Within EYFS, PSHE is a prime area and underpins all areas of provision and practice. It may also be a focus within key groups.

### **Teaching PSHE and Citizenship through and in other Subject/Curriculum Areas**

PSHE will also be addressed on a daily basis as questions and incidents arise. Once a week, teachers may choose to hold an additional circle time session in response to a particular event or issue. Whole school and class assemblies provide daily opportunity to enhance pupil's spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

English: skills in enquiry and communication, stories that illustrate aspects of personal and social development.

Maths: aspects of financial capability, counting and sharing.

Science: medicines, reproduction/sex education, health and safety and the environment.

Design and Technology: health and safety, healthy eating, realizing that people have needs as they generate ideas, use of technology.

Computing: communicating with others via email, finding information on the internet and checking its relevance.

History: use of sources, reasons for and results of historical changes, diversity with societies studied, significant people, events, ideas and experiences of people from the past.

Geography: topical issues concerning environment, sustainable development, land use, study of pupil's own locality and places in different parts of the world, including less developed countries.

Art and Design: reflecting on responding to ideas and experiences communicated through works of art, craft and design from different time and cultures.

Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.

Drama: self-expression through drama and role play.

Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

RE: religious and moral beliefs, values and practices that underpin and influence personal social issues and relationships.

### **Who teaches PSHE and Citizenship**

- All school staff;
- Representatives from different associations;
- Interested and appropriate visitors;

- Children.

### **Children with SEND**

We teach PSHE and Citizenship to all of our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### **Resources**

Key themes are agreed annually, and teachers plan lessons which are tailored to the needs of their children. A range of resources are being collected to assist with supporting and enhancing learning in PSHE and other published materials are used as an enhancement of teaching PSHE – these are modified and adapted as appropriate.

### **Confidentiality**

See Confidentiality Policy

### **Assessment and Recording**

Teachers assess the children's work by making judgements as they observe them during lessons and assess any written outcome in workbooks. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and the community in photographic and written form, which is recorded on Earwig or in year group PSHE floor books. Further to this, our weekly celebration assemblies celebrate personal achievements and reward thoughtful and caring behaviour.

### **Monitoring and Reporting**

PSHE lead completes termly monitoring to ensure that high standards are maintained in the subject. This information is shared with the SLT, teaching staff, support staff and governors, to ensure standards in this subject continue to improve.