



## **PSHE/CITIZENSHIP POLICY**

Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of the school and the community in which they live. It is the basis of all that we do in Sunningdale. We value every child's unique abilities and contribution to school and the wider community. We recognise the special needs of learning disabled adults socially, personally and in health terms and make every effort to prepare our children for life after school and as well as impacting upon the world they will enter through the work we do with the wider community .

### **Aims**

The aims of PSHE and citizenship in Sunningdale are to enable the children to:-

- Have ongoing opportunities to learn and achieve
- Develop self confidence and self esteem
- Understand and manage feelings
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Make informed choices ( especially those regarding personal and social issues)
- Have an ever increasing involvement in life of school
- Develop their communication skills alongside esteem so that they can become independent and responsible members of the school community and later the wider community.
- Respect differences between people and develop good relationships with others.
- Develop a caring attitude towards the environment.

### **Framework**

Our curriculum coverage comes from the PSHE Framework (given as non statutory guidance in the National Curriculum.) In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development. We use SEAL guidance and resources, nurturing and equals to draw upon ideas to implement the agreed content. It is seldom taught as a separate subject, but through cross curricular links, and other activities or school events (Enrichment, special activities) planned to allow the children to work together under different circumstances), so that the children can transfer their skills and knowledge.

A whole school approach will be used to implement the framework. This policy has clear links with other school policies including the Intimate Care Policy, Behaviour Policy, Equal Opportunities Policy and the Equality Policy.

In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

In following the framework for Citizenship our pupils will be taught:

1. Social and moral responsibility.
2. Community involvement.

### **Learning and Teaching**

Using our creative curriculum we employ a range of teaching styles with an emphasis on active learning through investigation, problem solving, experimentation-working together and sharing. Our learning opportunities are grounded within real life experiences as far as possible. (We aim to promote learning using pupil experiences in a safe and structured way). The curriculum content reflects children's ages but always takes account of individual need and ability within the opportunities and information offered. Much of the curriculum is delivered through oral and practical activities. Children are encouraged to develop their learning and enquiring skills to assist them in preparation for adult life. We encourage children to express themselves through a variety of therapies such as sound, music therapy and physical activity/therapies we promote all forms of expression as a means of communication with others.

The main ways of delivery are through:

- problem solving
- working with imagination
- reflection, review, evaluation
- circle time
- working co operatively together on real problems
- understanding each other (needs and points of view)
- working with wide range of people

These can be on an individual, group or class basis and may form part of a themed project or be ongoing throughout the year. All Children have the opportunity to be involved in community projects, school productions, assemblies and visits into the wider community on a regular basis. Sunningdale welcomes visitors and the contribution they make to our community, some of our visiting professionals e.g. dental nurses, others are family friends, religious leaders, old people and so on all play a valuable role in our children's understanding.

Learning is not limited to lesson times but is holistic so opportunities are incorporated into all activities where children are encouraged to play co-operatively, have real role models and understand others throughout school. Children celebrate together on a regular basis (festivals, birthdays and everyday achievements).

Some children are involved in residential trips.

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children.

### **Resources**

Sunningdale has bespoke resources developed by staff over time and now used by other schools. We may draw upon published resources and materials e.g. seals, nurturing but adapt these to fit our children's needs.

Health Promoting Schools Award (the National Healthy School Standard)  
We recognise the 'Health Promoting Schools Award' as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense. Our school is working with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, safety, healthy eating and physical activity. We value the contribution of all community members professional or not to our ongoing work and seek to become a school of expertise in this area.

### **Assessment, Recording and Reporting**

Areas of assessment fall into two main areas:

- Children's Knowledge and Understanding on e.g. health, understanding rules, understanding health and safety procedures, and the ideas around their own abilities and responsibilities.
- How well they can use their Knowledge and Understanding in developing skills and attitudes, take part in groups, manage conflict, make decisions and promote positive relationships.

School assessment includes:

- Self assessment: we positively respect all children's feelings and responses. Self worth starts with the child and the responses we give them.
- Understanding and the ability to apply learning to real life situations.

### **Recording**

- Self assessment including ongoing opportunities to express likes and interests e.g. pupil voice
- Peers ... reflection, praise, acknowledgement of achievement
- Group reflections
- Teacher and pupil discussion
- Other adults and awards
- Documentation, checklists, certificates

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage and in personal achievement through the use of PIVATS. We keep records of the contribution to the life of the school and community in photograph and video form in learning journeys shared by children, families and others. Our daily diaries report on individual success, our weekly Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

A comment relating to PSHE and Citizenship will be included in the annual review report to parents on pupils' progress.

### **Monitoring**

The Head Teacher, the Assistant HT'S and PSHE co-ordinator are responsible for monitoring the standards of children's work and the quality of learning and teaching. The Deputy HT (JW) and Co-ordinator supports colleagues in the teaching

of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

The school works within the authority to continually strive to improve our own and others practise to best meet the needs of children throughout Sunderland.

This policy will be reviewed as part of our ongoing review cycle.