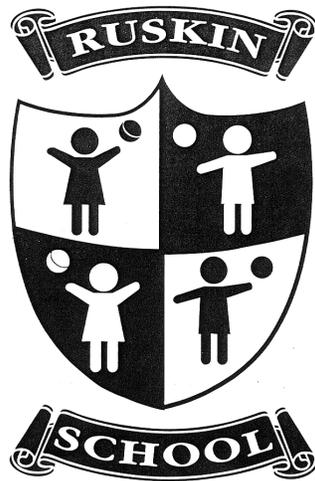


RUSKIN INFANT SCHOOL AND NURSERY



PSHE & Citizenship Policy

Revised: November 2018

Revised by: Lilly Duncan

To be Reviewed by: November 2019

EQUALITY STATEMENT

Ruskin Infant School and Nursery defines itself as a school free from discrimination. We will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010, as

- direct discrimination
- indirect discrimination
- harassment
- victimisation

No unlawful behaviour will be tolerated in any way.

1. Introduction.

1.1 This policy has been produced in response to the National Curriculum Framework for Personal, Social, Health and Economic education

1.2 PSHE stands for Personal, Social and Health and Economic Education.

1.3 Personal and social development is the outcome of PSHE.

1.4 Successful PSHE education is achieved through a variety of forms:

- Discrete curriculum time.
- Teaching PSHE through and in other subjects/curriculum areas.
- Through PSHE activities and school events.

We recognise that a combination of these is needed for a whole school approach.

1.5 Due to the diverse nature of P.S.H.E., this policy should be read in conjunction with other schools policies e.g Drugs Education, Sex and Relationships. Healthy Lifestyle, Child Protection, Inclusion, Bullying, RE and Medicines.

2. Aims.

2.1 Schools are required to promote the personal and social development of their pupils.

3. Objectives.

3.1 To establish opportunities for increased pupil involvement in the life of the school through class discussion, class reflections, circle time, class and school councils.

3.2 To help our children to develop self confidence and a feeling of worth.

3.3 To encourage our children to make healthy, informed choices about their lives. This reinforced through our participation in the 'Healthier Child Project' and the introduction of a new food policy.

3.4 To help pupils identify ways of responding to peer group pressure.

3.5 To develop a caring and considerate attitude towards themselves and others.

3.6 To develop a caring attitude to the environment.

3.7 To help our pupils to understand and manage their feelings.

3.8 To understand how society works – their rights and responsibilities.

4. Roles and Responsibilities.

4.1 All members of the school community, including children, need to be involved in the development of the school's PSHE curriculum.

4.2 It is the responsibility of the Head Teacher and Senior Management team to identify a member of staff to lead and coordinate the process and support the implementation of the PHSE curriculum.

4.3 It is the responsibility of the subject leader to monitor and maintain sufficient resources so that the curriculum can be delivered effectively.

5. Teaching of PHSE

5.1 All teachers will be involved in the teaching of P.S.H.E. This will be taught through:

- Circle Time
- SEAL lessons
- Protective Behaviours sessions
- R-Time sessions
- RE
- Science
- Massage
- Relax Kids
- Class reflectons
- Zippy's Friends

5.2 Provision for P.S.H.E will also be provided during assemblies, extra curricular activities, visits, visitors, School council, class reflections and class discussion, playtimes and special events in the school.

5.3 A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all children.

5.4 The scheme of work emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.

6 Planning

6.1 A long term plan for Key Stage 1 and Foundation will outline the areas of learning through the year. Themes will follow the SEAL programme and then R-Time, Circle time, Protective Behaviours work etc. will follow on from the main theme. Where suitable, children will learn through the modules provided from Zippy's Friends. Foundation Stage will focus on the PSHE strand of the foundation curriculum.

6.2 PSHE is also planned for on a weekly basis as part of everyday life at our school. Events may occur which will necessitate the teaching of PSHE after a lunch time or playtime etc. and this is also acknowledged in the planning.

7 Assessment

- 7.1 There are no statutory requirements for end of key stage teacher assessment in PSHE. However all teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons, gauged against the specific end of key stage statements provided in the PSHE framework.
- 7.2 We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines.
- 7.3 Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental.

8 Inclusion

8.1 Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable challenges.

8.2 Teachers should use a variety of techniques to include less able and gifted and talented children.

8.3 Teachers will make every effort to try to adapt each lesson to include children with all the different learning styles. (See Inclusion Policy)

9 Cross Curricular Links

9.1 Subjects such as English, History, Geography and RE provide opportunities for children to:

- Use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- See the diversity of human experience and understand more about themselves as individuals and members of society.
- Understand that people involved in the same historical event had different experiences and views and developed a variety of different stories versions and interpretations.
- Challenge stereotypical views of countries and understand that all economic development takes place within a global context
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.

9.2 Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others.

9.3 All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds and that the past and present are reflected accurately.

10 Resources

10.1 A wide range of resources are kept in a central location accessible to all staff. A variety of PHSE themed books are also available in the school library.

11 Monitoring and evaluation

11.1 This policy will be monitored and evaluated by the Subject Leader, Senior Management Team and Head Teacher in consultation with all other staff on a regular basis.