



Newton Solney Church of England (Aided) Infant School

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PSHE and Citizenship Policy

Introduction

PSHE and Citizenship permeate the whole curriculum at Newton Solney School to promote children's personal and social development, including health and well-being.

Aims

We aim to develop children's self-awareness, positive self-esteem and confidence to enable them to:

- make well informed choices
- stay as healthy as possible
- keep themselves and other people safe
- develop worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as citizens
- make the most of their own and others' abilities
- understand the need for rules

The teaching of PSHE and Citizenship

Our school policy is matched to the non-statutory guidelines of the National Curriculum (2014) and EYFS.

PSHE and Citizenship help to give pupils knowledge, skills and understanding to enable them to live confident, healthy and independent lives.

On average 30 – 40 minutes per week is spent in each class on the teaching of PSHE and Citizenship. Teachers' planning takes into consideration current topic work, Early Learning Goals and the non-statutory guidelines of the revised National Curriculum 2014.

Teaching and learning take place through whole school, class and smaller group sessions. A variety of provision is in place and includes:

- discrete curriculum times

- cross-curricular and topic links
- assemblies which reinforce and promote the school's values and attitudes
- good work, good behaviour and award assemblies to celebrate achievements
- appropriate behaviour in and around the school demonstrated by children and adults
- circle time to provide opportunities to reflect and explore emotions and ideas
- drama and games, including playground games and role play
- visitors to school who complement and extend learning experiences, e.g. school nurse, police officer, dental nurse, first aid trainer
- discussions and debates
- involvement in the running of the school, e.g. recognising what is fair, right or wrong, establishing rules – children's representatives
- involvement in school events and charity work
- environmental and community links

The school has been awarded, the Health Promoting Schools (initial) Award

Resources

Staff resources are available.

A range of books for the children is available in the school library.

Puppets are available for activities including role play.

Equal opportunities and differentiation

All pupils have access to PSHE and Citizenship regardless of gender, race, age or disability. Children in the Reception class work towards the Early Learning Goals for Personal, Social and Emotional Development.

Work is matched to pupils' abilities and prior achievements; this ensures that all children, including the able and talented and those on school support and school support plus, are appropriately challenged.

Assessment, recording and reporting achievement

Refer to Assessment, Recording and Recording Achievement policy.

Child Protection.

Please see separate Child Protection Policy. If a member of staff is concerned about a child he/she must fill in a "Cause for concern" sheet and discuss it with the Child Protection officer or deputy.

Policy development and review

This policy was reviewed and agreed by staff in April 2015 and approved by the governors Teaching and Learning Committee in May 2015.

Heidi Elks