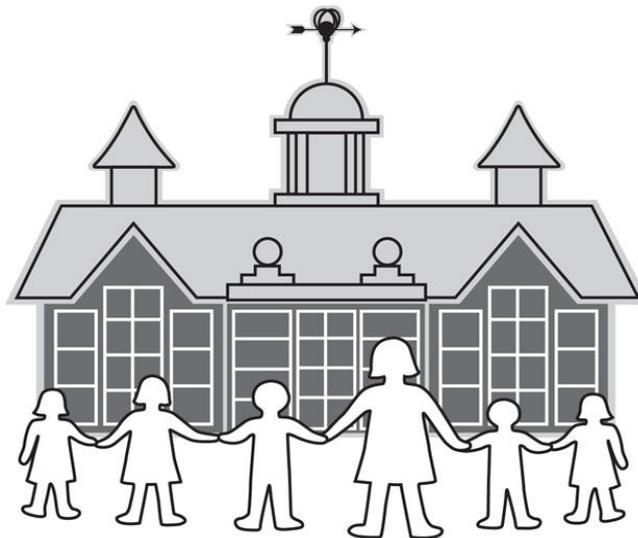


# North Ealing Primary School



## Personal, Social, Health Education and Citizenship Policy

Committee with oversight for this policy – Curriculum	
Policy last reviewed by the Curriculum Committee	06/03/2013
Policy last ratified and adopted by Full Governing Body	20/03/2013
Policy / Document due for review	Summer 2018

# North Ealing Primary School

## Personal, Social, Health Education and Citizenship Policy

Reviewed January 2016 by: Jon Facey  
Sally Flowers

Presented to Staff: April 2016  
Presented to GB: June 2016

### **Mission statement**

North Ealing works inclusively with our families to maximize the learning potential of all children in our community.

### **Statement of Intent**

To provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and
- Prepares pupils at school for the opportunities, responsibilities and experiences of later life.  
(Education Act 2002/Academies Act 2010)

The PSHE programme of study (SEAL) brings together citizenship with personal well being through a values-based education. It is intended to support the school in developing a coherent whole school approach to PSHE and well being.

### **What is PSHE?**

'Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.' QCA

PSHE also provides the school with an opportunity to focus on the delivery of the social and emotional aspects of learning (SEAL).

### **What is Citizenship Education?**

Citizenship education facilitates children in making their own decisions and taking responsibility for their own lives and their local and wider communities.

### **Rationale**

Personal, Social and Health Education (PSHE) and citizenship provide pupils with self-esteem, positive self-awareness and confidence to:

- Stay as healthy as possible;
- Keep themselves and others safe;
- Have fulfilling and worthwhile experiences;
- Respect the differences between people;
- Develop independence and responsibility;
- Play an active role as members of the school and the wider community.

### **Aims**

At North Ealing Primary School we believe PSHE and citizenship education facilitates children to become healthier, more independent and responsible members of society. We aim to achieve this through encouraging pupils to actively participate in contributing to the life of the school and the local community.

PSHE and Citizenship will be accessible to all pupils and will encourage children to:

- Feel confident and valued within a safe environment so they can express their opinions in a variety of contexts;
- Develop cooperation, mutual trust and respect for the values and attitude of others;
- Take responsibility for their actions by making informed choices with regard to health, safety, moral and social issues;
- Know and understand what is meant by a healthy lifestyles and make the right choices for positive outcomes;

### **Inclusion**

All pupils, regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their personal and social skills and understanding within a safe, supportive and inclusive environment.

Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified ( or being monitored ) as able and talented.

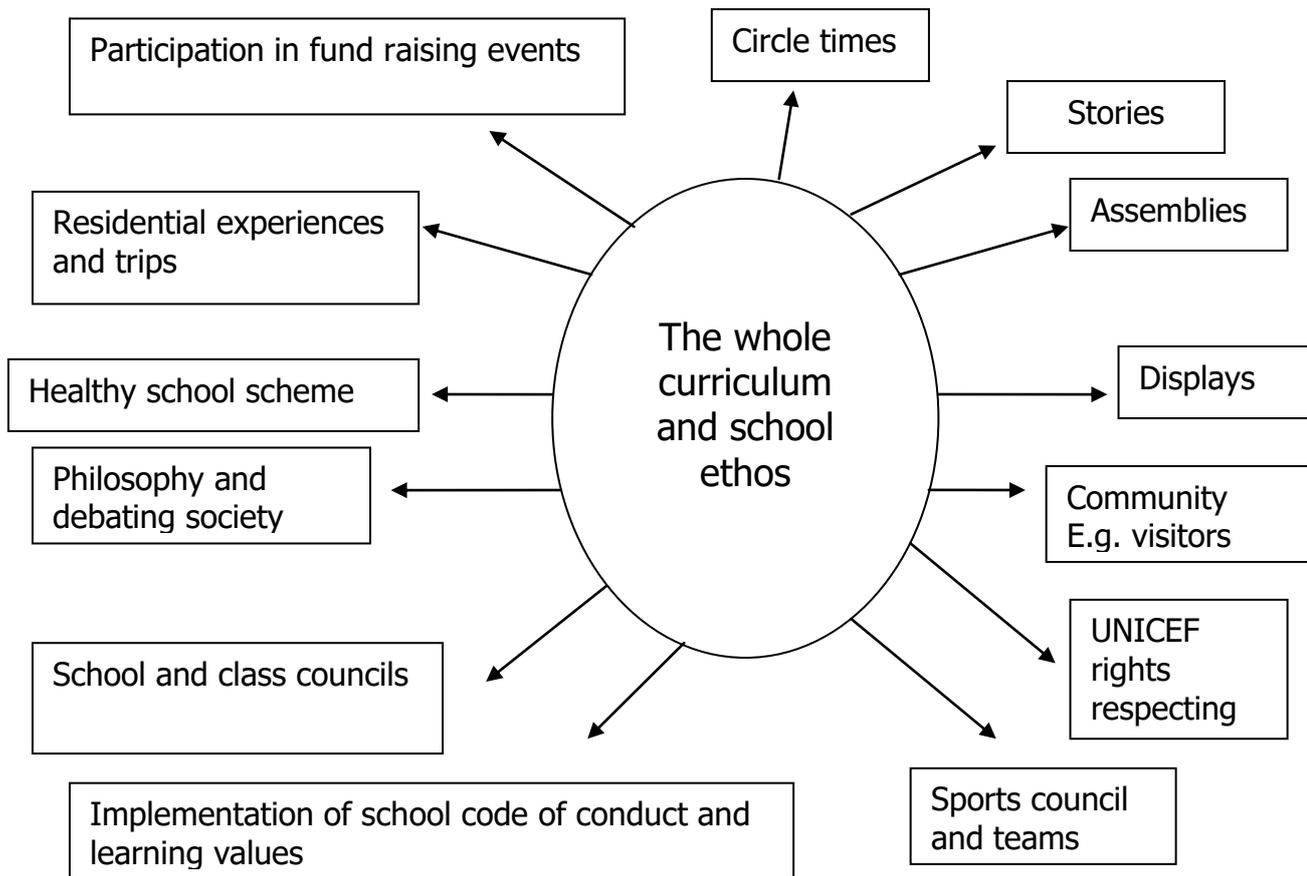
PSHE enables pupils to learn respect and develop positive attitudes towards others.

### **Implementation and Organisation**

PSHE and Citizenship cannot be confined to specific timetable time. A variety of forms of provision need to be considered and planned for throughout the Foundation Stage, KS 1 and KS 2. These will include:

- Discrete curriculum time, taught in line with the North Ealing School scheme of work for PSHE and Citizenship and non-statutory guidelines (SEAL )
- Links to learning values

- Teaching PSHE and Citizenship through other curriculum areas;
- PSHE and Citizenship activities and whole school events
- Healthy schools programme
- Through class and group discussions and stories
- Rights respecting ethos and UNICEF steering group



The school's elected school council, sports council and UNICEF steering group are actively involved in promoting PSHE and citizenship issues.

**Impact**

Through the teaching of P.S.H.E. children learn to show respect and understanding towards each other as they become citizens of the immediate and wider communities. This may be achieved through, student councils, circle time and role play activities, assemblies, residential experiences and visits, visitors from the community and participation in sports activities.

The school council has heightened awareness of charitable organisations and with the support of the school community has raised money for various charities, local and global initiatives such Team London and Thames 21.

**Resources**

- Resources relevant to year group topics are stored for use in the appropriate classrooms.
- A central file of resources to aid planning is held on staff shared drive.
- Other more general resources are stored in the resources area in the lower staff room.
- The School Councils is a 'resource' used to encourage pupil participation in decision making, ensuring they feel involved and have 'ownership' of many PSHE issues in school.

### **Assessment and Record Keeping**

In PSHE and Citizenship there are two broad areas for assessment:

- Pupils' knowledge and understanding of what they have been taught;
- How well pupils can apply their knowledge and understanding in developing skills and attitudes, for example through managing conflicts, making decisions and promoting positive relationships.

#### **NNC guidelines**

Formative assessment can take place through:

- Behaviour for learning across all areas of school life
- Demonstration of children understanding and using the school learning values.
- Written work, class books/folders and displays (per term)
- Discussion – debate, circle time;
- Practical activities – role play, drama;
- Observation; self – assessment and target setting.

General comments about PSHE and Citizenship will be included in annual reports to parents.

### **Monitoring, evaluation and review of the curriculum**

Following OFSTED recommendations (2016), the monitoring and evaluation of PSHE Education is carried out thoroughly using a range of evidence. Pupils' learning and progress is monitored to ensure they receive their full entitlement to education.

The PSHE Education curriculum and its delivery are monitored by the PSHE Education Coordinator with the support of the Leadership team using the following methods:

- Lesson observations and feedback to teachers
- Looking at samples of pupils' work
- Teachers making comments on the scheme of work/lesson plans

- Monitoring curriculum plans during triangulation process, with feedback to teachers

Approaches to evaluation include:

- Participatory activities at the end of lessons or units of work
- Questionnaires at the end of units or as part of an end of year review
- Feedback from pupils and teachers about particular aspects of the RSE curriculum e.g. external contributors, theatre-in-education, peer education
- Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.

**See also school policies on:**

- RSE policy
- SEN and inclusion
- SMSC policy
- NES learning values and British values statement
- Foundation Stage
- Safeguarding statement
- Assessment and Record Keeping
- Learning and Teaching
- Health and Safety
- Behaviour for learning
- Able and Talented
- Race Equality
- Anti – bullying
- Child Protection
- No Smoking Policy
- All Curriculum Policies

# Policy for Drug Education

## **Statement of Intent**

'All children and young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.'

*(DfES, 2004)*

## **Rationale**

Drugs are widely available and used in our society. Children may be exposed to media information about drugs and therefore they need accurate information in order to make informed decisions.

## **Aims**

Drug education is to be available to all pupils and this should:

- Provide accurate information about legal and illegal drugs, and their associated dangers
- Enable pupils to have the confidence, assertiveness and knowledge to make their own decisions
- Develop positive attitudes towards a healthy lifestyle
- Develop skills, which will enable pupils to resist pressure to experiment with drugs.

## **Inclusion**

Drug education is available to all pupils regardless of race, creed, gender, ability or disability. All teachers should be aware of the individual and differing needs of pupils including those with physical, emotional and learning difficulties.

Special consideration will be given to:

- Pupils from ethnic minority or religious communities with particular sensitivities
- The possibility that members of pupils' families may have experienced, or currently be experiencing, drug misuse.

## **Organisation and Implementation**

- Drug education is to be provided as part of the wider PSHE and Citizenship curriculum. This ensures that pupils receive their drug education in the wider context of other health issues.
- The class teacher will teach the programme of study to the whole class group.
- The specific teaching of drug education takes place in Year 6.

### **Management of Drug Related Incidents on the School Premises**

- Any drug related incident on the school premises will be taken extremely seriously. Action taken will be in accordance with the school's behaviour policy.
- If required, the emergency first aid procedure should be followed.