



building bright futures

**CLOUDSIDE JUNIOR**

**SCHOOL**

**PERSONAL, SOCIAL AND HEALTH  
EDUCATION (PHSE) AND CITIZENSHIP  
POLICY**

This policy has been reviewed in **October 2016** and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

**CLOUDSIDE JUNIOR SCHOOL  
PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)  
AND CITIZENSHIP POLICY.**

**Purpose**

At Cloudside School, the PSHE programme of study 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 personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

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

**Overview**

At Cloudside School values are central to the whole curriculum. Our values have been developed in conjunction with governors, staff, pupils and parents. Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

The eight Cloudside Values are:

Responsibility  
Community  
Compassion  
Courage  
Excellence  
Reflection  
Resilience  
Respect

**Aims and Objectives**

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in School through the School Council. We teach them about rights and responsibilities. They learn

to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of Personal, Social and Health Education 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.
- Be independent and responsible members of the School community.
- Be positive and active members of a 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.

### **Expectations and Time Allocation**

By the time children leave our school, we expect them to be well-adjusted, confident and purposful members of their community. We want every child to have a good understanding of their own needs and preferences and the ability to communicate these needs and preferences to appropriate people. We also expect that children will understand how to make a positive impact in their own community.

The time allocated for PSHE amounts to 30 minutes per week of discrete class teaching. In addition, it is expected that cross-curricular links will contribute to pupils' effective development in PSHE. Cloudside values drive the curriculum and are raised in profile each month and PSHE can be addressed through whole school assembly time.

### **Teaching and Learning**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of School special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, Police, and representatives from the local Church, whom we invite into the School to talk about their role in creating a positive and supportive local community.

## ***Organisation***

Our scheme of work follows the objectives in the SEAL materials and the visualisation techniques of Success in Schools by (Tamba Roy). These themes will be addressed on a four year rolling timetable (Appendix 1) to ensure that maximum coverage is achieved over the four junior years of Cloudside School. The SEAL materials and visualisation techniques will be used on alternate weeks.

## ***Resources and Accommodation***

The PSHE and Citizenship co-ordinator holds reference materials for the SEAL materials. Each teacher has been provided with a copy of Tamba Roy – Success in Schools for use in PSHE lessons.

## ***Planning***

We teach PSHE and Citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and Citizenship as a discrete subject.

Some of the time we introduce PSHE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we teach a considerable amount of the PSHE and Citizenship through our Religious Education lessons.

We also develop PSHE and Citizenship through activities and whole-school events, e.g. the School Council representatives from each class meet regularly to discuss School matters. Theme weeks such as Kindness Week can offer the opportunity for children to explore their place and purpose within the school community. We offer a 'Base Camp' stayover at school in year 3 and residential visits in Years 4-6, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

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

Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum.

Pupils will record their achievements in PSHE and Citizenship in their Passport to Life books. These achievements will be reported to parents during mentor meetings and in a formal written report once a year.

PSHE and citizenship is seen on a continuum of development and children are offered experiences to develop and deepen their understanding of the key

themes outlined in the Cloudside School values, SEAL materials and visualisation techniques.

### **Equal Opportunities and Inclusion**

We teach PSHE and Citizenship to all children, regardless of their ability. Our Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account the targets set for the children in their Pupil Passports.

For children with barriers to learning linked to personal, social, health or emotional needs there may be additional provision. This may be in the form of focus group e.g. Positive Play or the consultation of professionals.

See also:  
Inclusion Policy

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management. These will be reflected in the School Development Plan. The PSHE and Citizenship co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the PSHE and Citizenship co-ordinator leads or organises school-based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Monitoring and Evaluation**

The Head teacher, Deputy Head, Assistant Head, the PSHE and Citizenship Co-ordinator and teachers, monitor PSHE and Citizenship. Having identified priorities, the PSHE and Citizenship Co-ordinator will construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

### **Evaluation**

This Policy document will be reviewed and, if necessary, updated September 2017.

**Note**

This PSHE and Citizenship Policy should be read in conjunction with the Health and Safety Welfare Policy.

Originator:	Mel Rose and Emma Griffiths
Date	October 2016
Reviewed By:	
Review Date:	

## Appendix 1 Tserver – Cloudside staff – Curriculum 2016-17

PSHE Four Year Rolling Timetable							
Year	Year Group	Autumn		Spring		Summer	
		Success In Schools	SEAL	Success In Schools	SEAL	Success In Schools	SEAL
2016-17	3	<ul style="list-style-type: none"> <li>Brilliant Breathing</li> <li>Ready for Learning Ladder</li> <li>My Choice of Inner Voice</li> </ul>	<ul style="list-style-type: none"> <li>Learning To Learn</li> <li>New Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Personal Power</li> <li>Inner strength and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Getting On and Falling Out</li> <li>Say No to Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Seeing Success</li> <li>Creating positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Going for Goals</li> <li>Good to Be Me</li> </ul>
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	5						
	6						
2017-18	3	<ul style="list-style-type: none"> <li>Brilliant Breathing</li> <li>Ready for Learning Ladder</li> <li>My Choice of Inner Voice</li> </ul>	<ul style="list-style-type: none"> <li>Learning To Learn</li> <li>New Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Shrink</li> <li>Letting go of barriers</li> </ul>	<ul style="list-style-type: none"> <li>Getting On and Falling Out</li> <li>Say No to Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Personal Space</li> <li>Time to relax, reflect, re-energise</li> </ul>	<ul style="list-style-type: none"> <li>Going for Goals</li> <li>Changes</li> </ul>
	4						
	5						
	6						
2018-19	3	<ul style="list-style-type: none"> <li>Brilliant Breathing</li> <li>Ready for Learning Ladder</li> <li>My Choice of Inner Voice</li> </ul>	<ul style="list-style-type: none"> <li>Learning To Learn</li> <li>New Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>The Jacket</li> <li>Developing resilience; recognising strengths</li> </ul>	<ul style="list-style-type: none"> <li>Getting On and Falling Out</li> <li>Say No to Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Eye of the Storm</li> <li>Experiencing stillness</li> </ul>	<ul style="list-style-type: none"> <li>Going for Goals</li> <li>Good to Be Me</li> </ul>
	4						
	5						
	6						
2019-20	3	<ul style="list-style-type: none"> <li>Brilliant Breathing</li> <li>Ready for Learning Ladder</li> <li>My Choice of Inner Voice</li> </ul>	<ul style="list-style-type: none"> <li>Learning To Learn</li> <li>New Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Change Your Mind</li> <li>Seeing a solution rather than a problem</li> </ul>	<ul style="list-style-type: none"> <li>Getting On and Falling Out</li> <li>Say No to Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Enjoying Excellence</li> <li>Exceeding expectations</li> </ul>	<ul style="list-style-type: none"> <li>Going for Goals</li> <li>Changes</li> </ul>
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