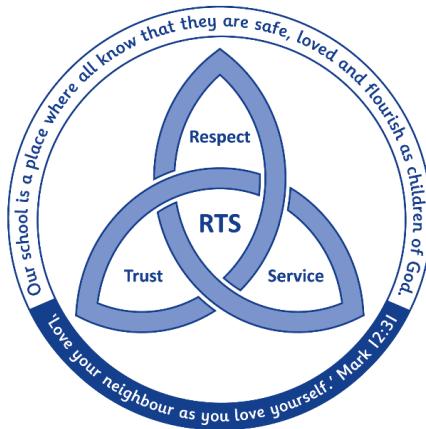


## **RICHARD TAYLOR CHURCH OF ENGLAND AIDED PRIMARY SCHOOL**

### **POLICY FOR PERSONAL, SOCIAL & HEALTH EDUCATION & CITIZENSHIP**



*Our School is a placed where all know that they are safe, loved and flourish as Children of God. We create confident, resilient, happy and successful learners prepared for the next stage of their journey.*

#### ***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 the 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

#### ***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 involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils can 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 faith leaders, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### ***PSHE and citizenship curriculum planning***

We teach PSHE using a range of resources which promote social, emotional and behavioural skills with built in progression for each year group. In some instances e.g. drugs education, we teach PSHE and citizenship as a discrete subject or through science 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.

Two children from each year group attend the council (excluding reception). Other representative groups meet to discuss issues relating to Fair trade and Environmental issues.

We promote 3 core values: Respect, Trust and Service. We actively celebrate examples where children show these values in school by giving values leaves and certificates.

### ***Teaching PSHE and citizenship to children with special educational needs***

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event or a campaign to raise awareness of global or local issues, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### ***Assessment and Recording***

Teachers assess the children's work in PSHE and citizenship 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 unit. Teachers only record those children who are working significantly below or above expectations.

Children identified with issues surrounding social and emotional development are identified as vulnerable learners. Their progress and attainment is monitored as a distinctive group to ensure the school is meeting needs of these pupils.

## **Resources**

The school has adopted the Jigsaw range of inspired teaching programmes focus on developing each child's emotional literacy, social skills, well-being and uniqueness through its PSHE curriculum.

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education), systematically develops children's inner worlds, empowering them as unique individuals enjoying positive relationships with self and others, and thereby becoming self-regulating effective learners with agency.

## **Monitoring and review**

The PSHE and citizenship subject lead is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

## *Appendix A*

### **RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL** **IMPLEMENTING THE POLICY FOR PERSONAL AND SOCIAL EDUCATION**

The following lists demonstrate some of the many ways in which we encourage and support independence, self confidence and self esteem. For every child in school.

#### **Whole School**

Super Pupil Award

Achievement (sharing) Collective Worship

Whole school responsibilities (librarians, playground buddies, sing up buddies, assembly monitors)

School Council and other elected student bodies (e.g. Fairtrade and Eco Experts).

#### **Class**

Positive class rules

Group responsibilities

Verbal praise of whole class/groups

Classroom jobs

Positive affirmation of individuals by the class

Listening to each others news and showing

Class partnerships with a named governor

Encourage peers to acknowledge good behaviour

#### **Personal**

Stickers

Verbal praise/positive comments

Head Teachers praise and stickers

Written praise and stamps

Praise from other staff

Individuals sharing their work with others

Targets

High expectations

Individual responsibilities

#### **Parents**

Parents' evenings

Informal chats with parents before / after school  
Introductory evening for the parents of new entrants  
Reading meeting  
Residential trip meetings  
Parent helpers in school  
Social events  
Friends of Richard Taylor School  
Parents input into topic work where relevant  
Information about class topics / phonics programmes  
Parents co-operation with reading (reading and homework diaries for comments) and spellings  
Parents help with resources  
Register of parent helpers  
Message book for parents unable to drop off and pick up  
Newsletter/class letter  
Parent Governor

### **Community Links**

Friends of Richard Taylor School  
Strong links with St John's Church  
Regular services in Church  
Regular visits to Church R.E. linked  
Governors  
Links with other Churches in the area  
Bilton Conservation Group  
Help with local studies  
Harvest Tea for elderly in community  
Choir performances to the community  
Visits to feeder playgroups and nurseries  
Links with other schools  
Links with secondary schools  
Links with Multi Academy Trust Partners

*These are only some of the ways that we develop independence, self confidence and self esteem. Other examples can be found on the school's website and the awards file displayed in the school entrance.*

Reviewed Autumn 2025  
Review Autumn 2026