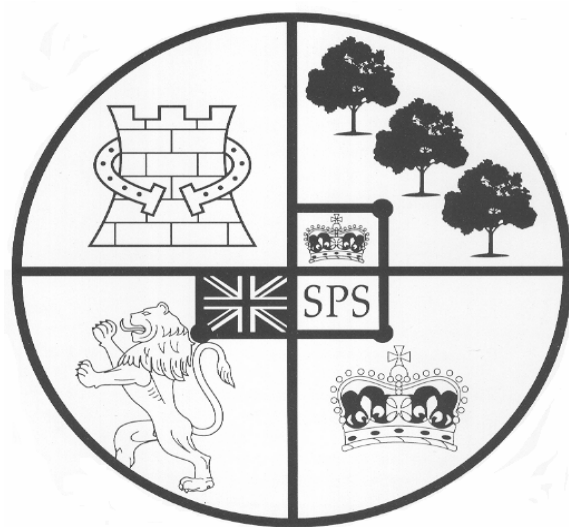


Skelton Primary School



Policy for PSHE & Citizenship

POLICY FOR PSHE & CITIZENSHIP

PSHE and citizenship is central to the educational entitlement of all children at Skelton Primary School, and, as a cross curricular dimension, permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably, PE, Science, RE and a number of the cross-curricular themes. It is an integral part of the whole curriculum but is also taught during time tabled circle time sessions.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values. All contribute to the personal and social development of children in school. This links in with Every Child Matters: Change for children, 1st December 2004, the outcomes 'Make a Positive Contribution' and 'Stay Safe'.

Through a variety of learning experiences Skelton Primary School helps each child:

- To think and act for him/her self
- Be a team player
- Raise self-esteem and believe in own self-worth and maintain a positive view of self
- Acquire personal qualities and values
- Take his/her place in a wide range of roles in preparation for adult life
- Develop confidence/independence
- Value and respect him/her self and value others
- To develop social skills
- Value and respect belongings/living things/environment

Work to develop this cross-curricular dimension may be included in class, or school based topics, for instance a project on 'Ourselves'. This could include work in Science, RE, English or History. A topic in Science on 'Healthy Bodies' could focus on food and diet, exercise, smoking or drug or solvent abuse.

Along side National Curriculum subjects, cross-curricular themes form an integral part of the social personal development of our children. Health education considers the physical and sexual development of the child – see sex, health and relationship policy. Citizenship considers moral issues, careers, economic and industrial understanding and vocational aspects.

In planning the curriculum, teachers at Skelton Primary School provide:

- A clear, consistent framework of values in which to work, supported and agreed by all
- Supportive relationships between teacher and child, child and child
- A classroom climate which encourages all children to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits

All staff encourage positive approaches to behaviour and our behaviour policy reflects this. It sets clear guidelines for both parent and child.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values.

By building positive working relationships between children and staff all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

Records of Achievement for each child provide a means of recognising each child's personal and social development. They reflect the whole child and include achievements in and out of school. They value each child's comments and choice of work, and give the child, teachers and parents a chance to reflect on the positive aspects of development.

Skelton Primary School provides opportunities for parents, the community and outside agencies to contribute to the personal and social development of its children through their active involvement in the life and philosophy of the school.

We are also piloting the new Social Emotional Aspects of Learning (SEAL) themes in certain parts of the school and using some of the themes of work and resources to support the PSHE and Citizenship curriculum.