



William Penn Personal, Social and Health Education (PSHE) and Citizenship Policy (including Work Related Learning)

Rationale

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. At William Penn, the curriculum prepares pupils for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. In order for pupils to make an effective transition from school life to adulthood and employment, a wide range of opportunities exist to learn about different careers and working life.

Aims and Objectives (General)

- 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
- develop skills which are appropriate to long-term aspirations and needs – help children to understand and develop themselves
- improve understanding of employability, industry, the economy, the world of work and its demands – help children to find out about the choices that they can have
- improve transition from school to adult and working life – help children make decisions and carry out their plans

Aims and Objectives (Specific and with particular reference to Work Related Learning)

	By the End of Key Stage 1	By the End of Key Stage 2
Self Development	Pupils: <ul style="list-style-type: none"> ▪ recognise and take pride in their achievements ▪ develop confidence in their own abilities ▪ develop communication skills – listen to others and respond appropriately ▪ are sensitive to the needs and feelings of others and can share fairly ▪ express personal preferences and identify a personal goal or target for improvement ▪ develop skills to work in a group or alone to complete a task satisfactorily ▪ value themselves and see worth in others 	Pupils: <ul style="list-style-type: none"> ▪ have a developing sense of their own strengths and weaknesses ▪ are able to identify what they are good at and what skills they need to develop ▪ are able to co-operate with each other and work in a team ▪ talk and listen to adults other than teachers in a variety of situations ▪ recognise and use opportunities when they arise

	By the End of Key Stage 1	By the End of Key Stage 2
Career Exploration	Pupils: <ul style="list-style-type: none"> understand that adults take on different roles investigate traditional and non-traditional roles in the home and at school are aware of a variety of occupations through simulation, role-play and visits, imagine doing different jobs gain increasing independence and are increasingly able to cope with change 	Pupils: <ul style="list-style-type: none"> show growing awareness of the world of work have knowledge of a wide range of occupations and how these may change over time begin to develop concepts and a vocabulary to describe ideas about work are aware of the importance of health and safety understand what is meant by stereotypes are developing broad horizons about the world of work
Career Management	Pupils: <ul style="list-style-type: none"> ask for help when they need it organise, plan and record work which the teacher has asked them to do demonstrate independence in choosing an activity or resource manage their own physical needs behave appropriately in front of others adjust to new situations with ease 	Pupils: <ul style="list-style-type: none"> draw on the help and support available to them make simple action plans and carry them through to completion show self-reliance in finishing work make reasoned decisions and choices based on information they have gathered understand what is meant by transition and can cope with preparing for and making changes

How our Objectives are Delivered

Teaching and Learning Style

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. 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. Visitors from the business community and world of work broaden the understanding of work related issues, career choice and issues relating to specific careers.

PSHE and Citizenship and Work Related Learning Curriculum Planning

We teach PSHE and citizenship and work related learning in a variety of ways. In many instances we teach PSHE as a discrete subject. For this we use the National Curriculum guidance for PSHE, combined with other resources such as the national SEAL programme (Social and Emotional Aspects of Learning). However some of the time we introduce PSHE and citizenship through other subjects and through the general ethos and expectations for the way in which children interact within the class and school environment. Elements of PSHE are frequently found across the curriculum, for example in texts used in English, figures studied in history, RE or teamwork in PE.

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. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

Teachers include cross-curricular work over a range of topics and inputs which include, for instance:

- Learning songs from other countries
- Trying foods from countries and cultures being studied in lesson times
- Drawing historical links between our country and others
- Considering the Rights of others – through Fair Trade, Charity fundraising activities and via the PSHE syllabus

- Considering (through whole school assemblies and classes) news items that can broaden our vision of the many cultural similarities that we share with other countries and people
- Extending our Eco Schools vision to incorporate a deeper understanding of the need for a global eco-awareness. Our Green Club members regularly lead assemblies.
- Maintaining links with our partner school of Nabunga Primary School, from Kitale Province, Kenya. This is part of a wider group of schools from our cluster group and as such, also strengthens local links as part of a common interest.

The lead teacher for this project is the point of contact for other schools and maintains links locally and further afield with particular assistance from staff at The Weald School, who act as mentors for this award.

Quaker values of Equality and Friendship are fundamental to this area of learning and enable the school to put into practice some of its most important ideals.

Early Years Foundation Stage

We teach PSHE and citizenship and work related learning to pupils in Year R as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the PSED (Personal, social and emotional development) objectives set out in the curriculum guidance for the Early Years Foundation Stage. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals in this document. We also support citizenship education in reception classes when we teach young children about the world around them (Knowledge and Understanding of the World).

Teaching PSHE and Citizenship (and WRL) to Children with Special Needs

We teach PSHE and citizenship and work related learning 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 Individual Education Plans (IEPs).

Assessment and Recording

Teachers assess the children's work in PSHE and citizenship and work related learning 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. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. There is a great element of self-assessment in PSHE as frequently only the child will be able to determine whether a learning intention has been achieved.

We do not set formal examinations in PSHE and citizenship and work related learning. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

Monitoring and Review

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. As the work is frequently not recorded in this subject, methods of monitoring may include elements of child conferencing and discussion. 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.

Signed:

Date: