

Personal, Social and Health Education (PSHE)
and Citizenship Policy

1 Aims and objectives

1.1 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.

1.2 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.
* promote fundamental British values.

2 Teaching and learning style

2.1 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 a stall for the Summer Fete 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. This extends to children in EYFS and KS1 who discuss such issues during circle time. Children are given opportunities of leadership, for example Prep 6 Prefects and Heads of House. We offer children the opportunity to hear visiting speakers, such as health workers, the 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.

3 PSHE and citizenship curriculum planning

3.1 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.

3.2 We also aim to 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.

3.3 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 and raise funds for School resources and charities. We offer a residential visit to Wales and Eaton Vale in Key Stage 2, where there is a particular focus on developing pupils’ self-esteem, confidence and giving them opportunities to develop leadership and co-operative skills. Children in Prep 6 take on monitor roles within the school such as ‘Playtime Monitor’ or ‘Nursery Monitor’ where they are able to show leadership skills and act as role models to the younger children in the school.

4  **EYFS**

4.1 We teach PSHE and citizenship in Pre-Prep class as an integral part of the topic work covered during the year as part of the Foundation Stage of the National Curriculum. Much of our RE curriculum links closely with PSHE discussions held in class. We relate the PSHE and citizenship aspects of the children’s work to the objectives set out in the 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 ELGs. We also support citizenship education in Pre-Prep when we develop a child’s knowledge and understanding of the world. This is also achieved through weekly circle time sessions. Behavioural expectations within Circle Time are embedded, facilitating respectful discussion and challenge, taking into consideration opinions and experiences of others in a safe environment.

5 Teaching PSHE and citizenship to children with special educational needs

**5.1** At our schoolwe 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 including 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 individual 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, we would carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

6.1 Teachers assess the children’s work in PSHE by making informal judgements as they observe them during lessons and by occasionally 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.

6.2 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has ‘passed’ or ‘failed’.

**6.3** Some of the data collected will be sensitive information. This will be managed in accordance with the School’s Privacy and Data Protection Policy.

7 Monitoring and review

7.1 The PSHE and citizenship subject leader is responsible for monitoring the standards of children’s work and the quality of teaching. 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. The subject leader liaises with the Head Teacher to evaluate strengths and weaknesses in the subject and indicating areas for further improvement.

Note

This PSHE and citizenship policy should be read in conjunction with the Health, Safety and Welfare Policy. In addition, the Prevent Duty guidelines and risk assessment

**Other policies to be viewed in conjunction:**

Curriculum Policy

SEN Policy

Equal Opportunities Policy

Gifted and Talented Policy

Marking and Feedback Policy

Assessment Policy and Procedures

Safeguarding Policy

Promotion of British Values Information

Prevent Duty Risk Assessment

Privacy and the Protection of Data

*This list is not exhaustive and other NDPS policies may apply*

***Reviewed September 2025 by S Smith***

***Approved September 2025 by L Campbell***

***To be reviewed no later than September 2026***