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PSHE (personal, social and  
health education) and  
Citizenship Policy  
Version 4  
18 June 2018

# PSHE (personal, social and health education) and Citizenship Policy

## 1. Introduction

- 1.1. At St. George's School we encourage the children to play a positive role in their personal, social and health education and to become good citizens. We value their contribution to the life of the school and instil in them a sense of ownership. We promote respect towards each other and also for people from other religions, faiths and cultures. They learn to appreciate being part of a diverse multi-cultural society.

## 2. Aims

- To be independent and responsible members of the school community
- To be positive and respectful members of the wider multi-cultural community
- To raise awareness of staying healthy and staying safe
- To show respect towards others
- To develop self-confidence and self-worth
- To make informed choices regarding personal and social issues

## 3. Teaching and learning style

- 3.1. PSHE and citizenship forms a major part of the ethos of St. George's school and is a very important part of the school's philosophy. Our teaching and learning style gives many opportunities to participate in practical activities and debates that promote good citizenship. We involve the children in decision making within the school with regards to rules and what constitutes acceptable and unacceptable behaviour. We participate in many fund raising events and are actively involved in the community.

## 4. PSHE and Citizenship curriculum planning

- 4.1. At St. Georges School we base our PSHE and citizenship planning on the requirements of the National Curriculum. We choose a school wide topic at the beginning of the school year such as "diversity" and plan work and events around this topic. We use our assemblies as a forum to discuss and debate issues allowing all children to share their views and

opinions.

## **5. The Early Years (Foundation Stage)**

- 5.1. PSHE and Citizenship teaching in the reception class contributes to the Early Learning Goals (ELGs) in developing the child's knowledge and understanding of the world. We recognise the importance of circle time as a useful tool for teaching PSHE and this is a major part of the reception class day.

## **6. Special Educational Needs**

- 6.1. PSHE and citizenship is taught to all children whatever their ability and forms part of the school curriculum policy to provide a broad and balanced education to all children. We have expectations relevant to the different abilities of the individual child and ensure that we respond to different needs enabling all children to make progress.

## **7. High Potential Learners**

- 7.1. It is fundamental to the ethos at St. George's School that each child is seen as an individual and that we ensure opportunities are given to develop talents in a particular area. Children seen as high potential learners in debating skills and who show a greater understanding of social, emotional and environmental issues are given opportunities to further develop these skills such as:

- Peer mentoring
- Giving presentations in the assemblies
- Being given responsibilities e.g. running break time and lunchtime clubs

## **8. The contribution of PSHE and Citizenship to other curriculum areas**

- 8.1. PSHE and citizenship is taught in a variety of ways through other subjects. In the literacy lessons there will be many opportunities for speaking and listening skills to develop during discussions. History enables the children to see how things can change for the better or worse due to people's actions. Geography raises environmental issues where views and opinions can be shared. PE lessons are an opportunity

for discussions on how physical exercise is important for good health while also developing team building and leadership skills. During the food technology lessons the children learn more about healthy eating. The RE lessons teach a tolerance, understanding and respect towards people of different faiths and cultures.

## **9. Assessment**

- 9.1. The children are assessed through informal observation and questioning and the teacher will make judgements as to whether a child has met or exceeded objectives. The teacher will have clear expectations of what the children should know, understand and be able to do by the end of the year. This is then used as a basis for building on future work.

## **10. Monitoring and review**

- 10.1. This policy will be monitored by the Head Teacher and reviewed yearly.

**18 June 2018**  
**Ellie Graham, Head Teacher**