



Ranelagh Primary School

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PSHE and Citizenship Policy

Reviewed on: 20th January 2025

Next Review due: Spring 2027

Signed by:

Chair of Governors

Signed by:

Headteacher

School Ethos

At Ranelagh, we give a high priority to the personal and social development of the children, demonstrating a commitment to the development of the whole child. The taught curriculum needs to be set in the context of commitment of all staff to provide stability for all our children. Class teachers and other adults benefit from building strong relationships with children and parents. Ranelagh operates in close partnership with the local community, installing a strong sense of citizenship in our pupils. We aim to cater for all individuals in order to enable each child to achieve their personal best and develop ownership over their learning.

Personal, Social and Emotional Development – EYFS

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life. (From the EYFS Statutory framework 2021 Educational Programmes)**

Aims

- We want our children to have high self-esteem and a sense of their value as members of the school and wider community.
- We want to equip the children with the knowledge, skills and understanding necessary to live and flourish in the modern world.
- We want our children to be active citizens, taking on responsibility and exercising positive choices.
- We want our children to have a good basis of knowledge of factors that could affect our health. We also want them to care for others and be sensitive to the needs of others.

Objectives

- To provide skills that can be transferred across all areas of the curriculum as well as in everyday life.
- To embed statutory teaching of Relationships and Health Education. · To provide good levels of coverage of the key themes of the Suffolk County Council 2012 framework and medium term plans:
 - Media
 - Health
 - Relationships

- Citizenship
 - Careers/work related learning
 - Financial capability
 - Enrichment
- To promote spiritual, moral, social and cultural development.
 - To encourage children's aspirations and enable them to achieve their personal goals in adult life.
 - To provide opportunities to develop skills needed for now and in the future.

Resources

A range of resources for PSHE are kept downstairs. These include practical resources as well as books and discussion objects. PSHE-related resources can also be found within science resources and in 'Oasis'/Rainbow Room/ in connection with the school's Inclusion Support Team. Teachers are asked to monitor which resources they choose to use with their own class and whether these are appropriate for their age and stage of development.

Methods of Teaching

- All class teachers and adults working in school take on ownership for the pastoral care of their children and for supporting the themes of the taught curriculum.
- As a school we aim to embed the values of PSHE in all aspects of the curriculum. In addition to this each class teacher will cover the PSHE curriculum themes, as outlined in the PSHE framework (2012) and the medium term plans, through cross curricular and discrete PSHE lessons. Over a year, an average of 30 minutes a week will be committed to the teaching of PSHE and RSHE. The framework is set out to show coverage over 2 year groups (KS1/ LKS2/UKS2).
- The needs of the individual children of the class are paramount in adapting the framework and medium term plans in order to be relevant and beneficial to all children.
- In some circumstances children may receive PSHE teaching in the same age year groups when appropriate.
- We aim for the learning of PSHE to be active and taught within a real life context alongside the use of up to date resources and within an attractive environment.
- Visitors are sometimes used to support the teachings of all areas of the National Curriculum. They are thoroughly prepared for the role in order to provide the best possible learning opportunities for children. Visitors act as an inspiration for children as well as making learning fun for all. Trips are also planned to visit areas of the local community to enhance citizenship and community cohesion.
- Where sensitive issues are discussed, a code of conduct is negotiated with all children before the work begins, to ensure that there is trust and understanding between all involved.

Inclusion

Staff are aware that PSHE may raise some sensitive issues and understand what they are required to do should child protection issues emerge. They value the needs of individual children and show sensitivity to the needs of pupils from difficult circumstances. Lessons are differentiated to allow children of all abilities, including those with SEN, to access the

curriculum. Ranelagh provides equal chances for all children.

Assessment

In PSHE assessment for learning is central to the teaching of the subject. Teachers assess their class as a whole, as well as the individual children within it, to progress through the PSHE framework at a level to suit them. Teachers will use formative assessment to help plan and prepare for the next session. Achievements in PSHE are reported to parents annually.

Teachers and adults in the school work closely together to share information that will support children in transition by ensuring each child's individual needs are met. Notes on PSHE coverage are also passed onto the next class teacher at the end of each academic year. Peer and self-assessment is also actively encouraged.

Monitoring and Evaluation

The coordinator is responsible for the monitoring and effectiveness of the taught curriculum. They are also responsible to check the coverage of PSHE taught in each class. PSHE has been an important part of recent School Development Plans.

Each class teacher keeps a record of curriculum coverage and examples of individual children's work in a class book, where practical sessions and discussions can also be demonstrated.

Governors are responsible for evaluating the overall effectiveness of provision.

PSHE in the wider school and the community

The values of PSHE are embedded throughout each school day in every lesson. They are taught through curricular subjects as well as extra-curricular activities (e.g. school council, road safety officers, sports clubs). Assemblies have regular links to framework objectives and embed the school's rules and ethos. Visits from the PCSOs and to local care homes/ charities/ religious buildings help strengthen our link with the community. Residential trips and 'real-life' workshops (e.g. world of work day, first aid, Bikeability) help put PSHE contexts into a practical situation where achievements can be celebrated across the whole school.

This policy should be read in conjunction with the school's policies on SEND, Equalities and Drugs Education.

Our PSHE sessions also cover statutory Relationships and Health Education, as well as Sex Education. Please see the RSE policy for further details.