



Policies and Procedures

PSHE and CITIZENSHIP POLICY



Issued date 09 – 11 - 2023

Reviewed Annually

Circulation: Governors
All staff
School Website
Parents on request

Status: Current

Written by: Ivi Papadopoulou
Approved by: Barbara Chroni
Approved by: Greek School Proprietor
To be reviewed: 09/11/ 2024

PSHE and CITIZENSHIP POLICY

Overview

- At the Greek School Personal, Social, and Health Education and Citizenship is part of the whole school ethos.
- PSHE and CITIZENSHIP is not delivered through the formal teaching and curriculum of the school as a separate subject. The way the school is organised, its relationships with parents, the way it deals with extra curriculum activities, with children's needs for responsibility-taking and decision making, its ethos, philosophy and culture will all contribute to the support it gives to young people's personal and social development
- We provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- A range of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. In these, pupils work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

AIMS

- PSHE and CITIZENSHIP is at the centre of teaching and learning of the Greek Primary School of London. In our school we aim to help our pupils leave School being able to:
 - Develop healthy lifestyles.
 - Feel prepared for the opportunities, responsibilities and experience of life in a British Society.
 - Keep themselves and others safe.
 - Think critically.
 - Be self-reliant.
 - Be self-motivated.
 - Make choices.
 - Develop and sustain good and fulfilling relationships.
 - Respect the differences between people.
 - Develop independence and responsibility.
 - Play an active role as members of a democratic society.
 - Make the most of their own and others' abilities.
 - Understand and manage their feelings.
 - Have clear attitudes and values towards themselves and the world.
 - Have an understanding of the world in which they live and the processes, cultures values and principles by which it functions (including the fundamental British values).

Organisation

- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, and to contribute fully to the life of our school and communities. In doing so, they develop self-awareness and learn to recognise their own worth; they work well with others and become increasingly responsible for their own learning.
- Children are encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural challenges that are part of growing up.
- They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and growing.

- We support and the British values of Democracy, Tolerance, Rule of Law, Individual Liberty, Mutual Respect by:
 - Providing opportunities for Circle time and class discussion
 - Planning class visits and trips which widen children’s experiences beyond the immediate local environment and getting to know Britain.
 - Coming together as a school for assemblies to celebrate academic and personal achievements.
 - Celebrating important days of culture and faith.

- We actively promote PSHE and Citizenship by:
 - Encouraging everybody to develop and take responsibility for their actions through agreement of class rules.
 - Encouraging children to recognise and respect differences between people.
 - Encouraging children to take responsibility for their behaviour and help others at school.
 - Allowing children to feel positive about themselves, by having their achievements valued and acknowledged and receiving positive feedback about themselves, in class groups and assemblies.
 - Providing opportunities for the children to make real choices – for example healthy options in meals, forms of play, and school councils.
 - Allowing children to meet and work with different people – for example with outside visitors such as Greek and British athletes and sports people, MPs.
 - Encouraging children to ask for help – for example from teacher supervisors or older pupils.
 - Preparing children for change in school transitions, for example by visiting the next year group’s class and the secondary school.
 - Helping children understand the need to support others less privileged by organising fundraising e.g. visits and walks in the community and local parks.

- We teach PSHE and citizenship in Year 5 – 6 (E-ST) as an integral part of the topic work covered during the year.

- Members of the Student Council are actively involved in developing whole school understanding of key PSHE areas, including healthy eating, community involvement, anti-bullying and looking after the environment.

- Effective PSHE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:
 - The development of a trusting relationship between the teacher and the pupils enabling safe communication and sharing of sensitive issues Collaborative work
 - Opportunities for reflection
 - Challenge within a safe environment
 - Respect and value for each contribution
 - Negotiation
 - Accommodating new information and skills
 - Building on current experience and using first-hand learning

- There is an assembly every morning with a PSHE/religious theme.
- Classroom rules (the “Class contract”) are also used to develop children’s moral code and sense of community.
- We increase our expectations of each child’s sense of self-awareness and independence as they progress through the school.
- PSHE and CITIZENSHIP is conducted in a safe learning environment through the use of ground rules so that the pupils are not put on the spot or expected to discuss their own personal issues in class. For example:
 - Nobody (teacher or pupil) should be expected to answer a personal question.
 - No one will be forced to take part in a discussion.

- Visiting speakers from the community connected with sports , e.g. local athletes and specialists of sports and healthy nutrition , make a valuable contribution to the PSHE and CITIZENSHIP . Their input is carefully planned and monitored so as to fit into and complement PSHE and CITIZENSHIP in our School.

We encourage the involvement of the whole school community by

- Encouraging parents/carers to support trips or whole school events.
- Encouraging parents to come into school to share experiences and organise events.
- The opportunity for parents to volunteer in School e.g. in sports date
- The opportunity for prospective parents to visit the school and learn about it.

Differentiation

- We teach PSHE and CITIZENSHIP to all our pupils regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties.
- Activities and debates encourage our most able pupils to formulate personal views based on evidence they research and discuss.
- The teaching and learning styles implicit in PSHE and CITIZENSHIP are suited to children’s needs. They relate academic learning to real life situations; encourage discussion, group work and practical experiences where each child responds on an individual level.
- Learning outcomes which result from PSHE and CITIZENSHIP are often demonstrated in a change of attitude or an increased level of maturity.

Contribution of PSHE to Teaching in Other Curriculum Areas

Art

- Art gives children opportunities to express themselves and work with others in groups to explore and develop ideas, make images and artefacts and evaluate their work. Through this, they learn to value different ideas and contributions and develop respect for the opinions of others. They learn about the roles and purposes of artists, craftspeople and designers working in different cultures and begin to develop an understanding of how works of art, craft and design reflect personal, social, and political values and beliefs.

History

- Children learn about lives and lifestyles from the recent and more distant past. They find out about significant people, events and places from Greece and Britain and the wider world. They develop skills that support their learning in citizenship, for example skills of enquiry and communication. They use a variety of sources of information and communicate their ideas through speaking, writing drawing and the use of ICT.
- Children look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They learn how the past influences the present, what earlier societies were like and about the ideas, beliefs, attitudes and experiences of people in the past.

Geography

- In Geography children develop skills of enquiry and communication, which enable them to research, reflect on and discuss topical issues, problems and events. As they learn about places and environments locally (including the school and its immediate locality) and further afield, they begin to understand the diversity of Cultures and identities in Greece, The United Kingdom and the wider world.

Music

- Music promotes personal expression, reflection and emotional development. As an integral part of culture, past and present, it can help children to understand themselves and relate to others, forging links between home, school and the wider communities to which they belong.

Physical Education

- PE supports citizenship by promoting children's self-reliance, self-discipline, social responsibility and spirit of adventure. They learn to value and to be sensitive to individual differences and to take part as members of groups and teams.

Religious Education

- RE provides opportunities for children to explore what is fair and unfair, recognise what is right and wrong, and understand and exercise personal, social and moral responsibility.
- In RE children reflect on spiritual, moral, social and cultural issues, using their imagination to understand other people's experiences. It provides a valuable context for children to learn about, appreciate and respect the range and diversity of national, regional, religious and ethnic identities in the United Kingdom.

ICT

- ICT enables children to find, collate and combine information, to make critical judgements about the quality, accuracy and relevance of the information they have found and organise and present their findings to others.
- They also explore issues such as internet safety; including the need to be careful about giving out personal details to people they do not know.

Resources

- Resources for PSICHE, such as the classroom behaviour contracts and positive behaviour, motivational, and personal development displays, are kept in individual classrooms and we also use a variety of appropriate websites.

Assessment & Monitoring

- Teachers assess the children's work making informal judgements as they observe them during lessons.
- We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage.
- Our assemblies celebrate personal achievement and rewards thoughtful, caring behaviour.
- Head Teacher, Education Office, Parents and School Community, Local & Wider Community (for example at educational visits and school events)

Trips

- The day excursions – 3 per year – provided for children of all years make an important contribution to the pupils' personal, social, emotional and citizenship development.

Child Protection

- The school has a separate child protection policy. Effective PSICHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Information about meetings and activities will be communicated in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents have information about access to the meetings.