



## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE) POLICY**

### **1 Aims and objectives**

- 1.1** Personal, social, health and citizenship education (PSHCE) 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 class and school councils. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHCE forms a core part of the children's spiritual, social, moral and cultural development.
- 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
  - make informed choices regarding personal and social issues
  - develop good relationships with other members of the school and the wider community
  - develops their understanding of British Values (democracy, the rule of law, individual liberty, mutual respect for, and tolerance of those with different faiths and beliefs and for those without faith).

### **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 open evening, teambuilding/residential activities,
- 2.2** Through our Young Governors, Peer Mentors and House Team Leaders, children are encouraged to discuss, share ideas and show responsibility for others throughout the school. This 'pupil voice' is encouraged in whole school decision making.
- 2.3** Through our school aims and values, children's charters, and the use of circle time, children are expected to take part in discussion to resolve issues and to agree and uphold codes of respect and behaviour
- 2.4** 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.

### **3 PSHCE curriculum planning**

- 3.1** We teach PSHCE in a variety of ways. In some instances, e.g. drugs/Sex and Relationships Education, the issue is taught as a discrete subject.
- 3.2** Some of the time we introduce PSHCE 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.



## *Love, Joy and Responsibility*



- 3.3** We also develop PSHCE through activities and whole-school events, e.g. Junior Citizen with Community Police Support Officers. Peer mentors, playtime 'pals', buddies provide support for younger children in a variety of situations, whilst the House Team Leaders encourage children to work together across the school. Four children annually attend a Peer Mentor conference for training. Our Young Governors are represented by Y1 though to 6, giving pupil voice and opinion a sense of importance and working to improve the school by using suggestions made by the children themselves.
- 3.4** We offer a range of residential visits to children 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.
- 3.5** Two children are trained as Junior Road Safety Officers and run activities throughout the year. Four Year 6 children are also chosen as Bronze Ambassadors, promoting the value of sport in the primary curriculum through hosting assemblies, clubs and events.
- 4** **Foundation Stage**
- 4.1** We teach PSHCE in reception classes, following the Foundation Stage curriculum guidance. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the curriculum guidance.
- 5** **Teaching PSHCE to children with special needs**
- 5.1** We teach PSHCE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHCE we take into account the targets set for the children in their Individual Education Plans (IEPs) and issues which may arise from vulnerable groups.
- 6** **Assessment and recording**
- 6.1** Teachers assess the children's work in PSHCE 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 assessment guidance. 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 PSHCE. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'. Children are involved in regular self assessment, eg marking policy and 'How am I doing?' sheet.
- 6.3** Children in Y2 and Y6 also complete the HCC 'Pupil Attitude' survey whilst a similar school review sheet is completed by YR-5.
- 7** **Resources**
- 7.1** We keep a range of resources for PSHCE centrally.



## **8 Monitoring and review**

- 8.1** The curriculum leader for Personal Development Learning is responsible for monitoring the standards of children's work and the quality of teaching. The curriculum leader supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.
- 8.2** Governors are provided with regular PSHCE updates identifying progress, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

### **Related policies/documents**

- Vision statement
- Behaviour policy
- Confidentiality policy
- Home/School Agreement
- Single Equality Scheme
- Safeguarding policy
- Health and Safety policy
- Guidance of use of medicines – HCC Guidelines
- Smoke free environment
- Drugs and Management of Drugs related incidents

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Agreed by Standards Committee – October 2015

Signed: *Danny Hyam, Chair of Standards Committee*