

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 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.

1.3 Objectives need to be identified in order that we can plan experiences and circumstances where skills, attitudes and understanding can be practised and this progression monitored and aims met.

Attitudes and Personal Qualities

- Independence of mind
- Self reliance, discipline and respect stemming from positive self image
- Persistence and enterprise in the face of challenge
- Consideration for others
- Respect for cultures, lifestyles, opinions and ideas that differ from ours
- A sense of fairness – understanding rules, processes of law and rights
- A willingness to act on behalf of someone else for various reasons, especially where the other person cannot act effectively for themselves
- Commitment to the well-being of the community, equal opportunities and democracy
- Concern for the environment

Knowledge and Understanding

Themselves, Others, Surroundings.

- Their own personality, needs, abilities, interests, strengths, weaknesses.

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- Human growth and development, emotional, social
- Similarities and differences between self and others – biological, cultural, physical and to acknowledge that differences have implications for the ways people relate to and treat one another.
- Understanding how to live healthy lives, in all aspects of the term – not just how to avoid infection/disease
- Nature of relationships in families, peers, friends and work
- How to cop with abuse and bullying
- How they can personally effect change for better/worse in immediate environment

Social Responsibility

- The nature of rules, why they exist, how they differ from laws
- Structures and procedures surrounding the making and enforcing of laws
- The reasons for the enactment of laws and the legitimate ways we change, support or challenge them
- Understanding laws which promote the health of society
- The legal and moral aspects of sexual relationships and marriage and/or personal commitment
- The nature of work, career opportunities and personal aspiration
- Understanding political, economic and social groupings
- Rights and responsibilities of citizenship

Moral ideas and Behaviours

The nature and variance of moral codes should be studied between groups and the consequences that result from adopting a code.

How moral ideas and codes can be justified by religions or philosophies.

How in Western Society moral beliefs and behaviours are seen as personal responsibility and the ways in which choices may be defended and challenged.

Social abilities and skills

- Everyday skills
- Listening, understanding and talking, especially where differing points of view are concerned, expressing a personal point of view
- Making reasoned judgements
- Dealing confidently and effectively with unfamiliar people
- Learning from personal mistakes and from social mistakes which have unplanned consequences
- Making moral judgements about actions in certain situations and being able to justify them as well as putting them into action
- Taking initiatives and acting responsibly in various roles – individually, class member, family member etc.
- Act as a member of a democracy
- Co-operation, collaboration, leadership, team leadership

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, 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. 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.

2.2 Learning and Teaching will involve:

- Setting appropriate aims and objectives
- Create a challenging and stimulating class environment
- Helping clarify pupils thinking when confused
- Giving children relevant information and a variety of strategies which, combined, enable the child to deal with tasks and problems
- Listening to and respecting children
- Aiming to improve a child's self-image
- Being consistent in approach to incidental occurrences – this should be consistent throughout the school
- Using day to day occurrences to raise awareness, not only crises or misdemeanours
- Promoting responsibility for own learning
- Developing confidence
- Making reasoned judgements
- Learning how to find information from all kinds of sources
- Achievement and for this to be recognised, rewarded and valued by all
- Developing critical skills both in receiving and giving
- Working together in groups with different sizes and purposes, to experience leadership and membership
- Offering and responding to ideas
- Arguing or defending a case
- Presenting personal/group views
- Sharing responsibility for an outcome
- Using role play to explore a variety of situations
- Exploring imagination, creativity and self expression
- Feeling supported by the teacher, the school and the class

2.3 Teachers role in the Classroom

a) Encouraging a **positive self-image** by:

- Valuing a child's work
- Displaying work attractively

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- Displaying work completed by each child at some point
- Praising for good work and for effort
- Rewards – e.g. showing work to others
- Marking
- Encouraging praise for one another
- Discouraging destructive criticism
- Asking open-ended questions
- Being non-judgemental
- Being consistent – "class rules"
- Planning so a child can succeed e.g. availability of resources
- Encouraging independence, investigation, problem solving
- Giving responsibility to **all** children
- Listening to **all** children
- Planning and providing 'Circle Time'
- Providing opportunities to lead/speak in discussions
- Providing a tidy and attractive environment

b) Encouraging the development of **Social Abilities and Skills** through:

Listening Activities:

circle time
R time
debates
group work
listening to teacher
teacher listening to child

Consideration for others:

turn talking
mixed ability grouping
giving opportunities for showing and co-operation
discussion of incidents that arise
participation in deciding classroom rules
"Hand of Friendship" Award
playground monitors/play leaders

c) Providing **Equal Opportunities**

Gender: register and lining up
group and pair organisation
addressing sexist attitudes and positively counteracting them
e.g. stories/drama
games
discussion
imaginative play
being a role model
avoid stereotyping (us and them)
not using sexist language
carefully considering resources

Race: showing respect, encouraging respect in others
addressing racist attitudes, through discussion and encouraging

awareness not making "issues"
carefully checking resources
ensuring our teaching involves an awareness of our multicultural society

3 PSHE and citizenship curriculum planning

Much of our PSHCE curriculum is met through our school ethos and carefully planned classroom organisation, content and relationships.

- 3.1 We teach PSHCE in a variety of ways. In some instances, e.g. drugs education, we teach PSHCE 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. As there is a large overlap between the programme of study for religious education and the aims of PSHCE, we teach a considerable amount of the PSHCE through our religious education lessons.
- 3.3 We also develop PSHCE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Kingswood 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.

4 Foundation Stage

- 4.1 We teach PSHCE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE 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 reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHCE and citizenship to children with special educational needs

- 5.1 At our school we teach PSHCE to all children, whatever their ability. PSHCE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHCE 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, 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 needs.

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- 5.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHCE.
- 5.4** We enable pupils to have access to the full range of activities involved in learning PSHCE. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we 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 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 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** Teachers record the achievements of pupils in PSHCE in their mark books. We report these achievements to parents each year.

6.3 We do not set formal examinations in PSHCE.

7 Resources

- 7.1** We keep resources for PSHCE in a central store and in the library. We have additional resources in the library. Our PSHCE subject leader holds a selection of reference materials for teaching sensitive issues.

8 Monitoring and review

- 8.1** The PSHCE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. The subject 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** This PSHCE policy should be read in conjunction with the Health, Safety and Welfare Policy, Behaviour and Discipline Policy, Social/Moral/Spiritual/Cultural Policy, Drug Education Policy and Sex and Relationship Policy.

Conclusions

We believe that much PSHCE work is incidental to other learning. It is all embracing. It is apparent in everything we do. We recognise that personal beliefs, attitudes and values of the class teacher are vitally important and that the role model of teacher/adult/school as a whole are crucial in the development of PSHCE.

Areas for further development

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- To review the long term and medium term plans with a view to updating the scheme of work.
- Research available schemes/programmes of study, with a view to establishing a more coherent, fluid, varied course of work across the school.

Signed:

Date: