



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

Reviewed and revised June 2014

Signed.....COG

.....HEAD

Next review June 2017

Personal, Social, Health and Citizenship Education Policy

Introduction

Personal, social, health and citizenship education (PSHCE) enables children to become healthy, independent and responsible members of society. We actively promote the spiritual, moral, social and cultural development of all pupils throughout the curriculum and within our ethos as a Church School. Through our values of Respect, Compassion, Integrity, Self-Belief and Creativity, pupils are encouraged 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, teach them how society is organised and governed and ensure that they experience the process of democracy in school through the school council. Pupils are taught about rights and responsibilities and what it means to be a positive member of a diverse multicultural society.

Aims

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; and understand the impact of poor choices.
- develop good relationships with other members of the school and the wider community.

PSHCE incorporates:

- **Health Education** - engaging the children in activities that promote their physical well-being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** - encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society.

- **Drug Education** - involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs.
- **Sex Education** - is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction.
- **Safeguarding** – ensuring that children have the information to protect themselves and have ‘signposts’ to help and support.

Specific guidance on the above areas can be found in the following Policies: Behaviour Policy; Equalities Policy; Sex and Relationships Education Policy; Religious Education Policy and Teaching and Learning Policy

Current Practice

- All Pupils receive a discreet teaching and learning of PSHCE, which teachers plan for using the PSED Skills which form part of the Creative Learning Journey, the tool we use to plan our creative curriculum. These skills fall into 4 distinct areas:
 - Preparing to play an active role as citizens
 - Developing confidence and responsibility and making the most of their abilities
 - Developing a healthy, safer lifestyle
 - Developing good relationships and respecting the differences between people

and are progressive from Y1 to Yr6. In FS children are taught the skills relating to People and Communities, a strand of Understanding the World, as part of the EYFS Curriculum Guidance / Development Matters. Coverage of these skills ensures coverage of the requirements of the national curriculum and government guidance in relation to PSHCE. It should be noted that whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

- Teachers use a variety of methods to teach PSHCE skills including small group and whole group discussions, circle times, role play, multi-media presentations, team building activities, visiting speakers (e.g. health workers and emergency service workers) and visits to educate children in specific skills e.g. the Junior Citizen and I.M.P.S programmes.
- PSHCE is also taught through other subjects, e.g. local and global environmental issues in geography; moral issues through discussion of historical events; risk taking and team building through Outdoor Learning; bodily

health through PE. Through the teaching of RE and Collective Worship, pupils also have opportunities to develop their moral and social understanding of themselves and those around them and their role in society.

- Children are encouraged 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 involvement in an activity to help other individuals or groups less fortunate than themselves.
- As a Church school we welcome members of faith and non faith communities into school to develop an understanding of the needs of communities and groups both in the local area, nationally and internationally.

PSHCE for Children with Special Educational Needs

PSHCE 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. 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.

Monitoring and Assessment

Teachers assess the children's work in PSHCE by making judgements as they observe them during lessons and in extra-curricular activities like organising fund raising activities and through their work in PSHCE sessions. Teachers include assessments against nationally expected outcomes in their class portfolios twice yearly, along with statutory foundation subjects. Monitoring of these assessments ensures that PSHCE is taught progressively throughout school, that teachers are planning and delivering quality, differentiated PSHCE provision and that children are attaining at appropriate levels. These judgements also help teachers to plan for future work and to provide a written report to parents at the end of the year.

Subject Co-ordinator

Co-ordination of the PSHCE curriculum falls to the Assistant Head Teacher who leads on the Creative Curriculum across school.

She is responsible for monitoring:

- curriculum coverage
- quality of planning, teaching and learning
- progression of learning across school
- children's attainment in PSHCE

which she manages via: planning scrutiny, lesson observation and portfolio scrutiny.