

POLICY FOR PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION

Personal, Social, Health & Citizenship Education (PSHCE) is concerned with the emotional health, wellbeing and welfare of the children in our school. PSHCE enables children to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

For the purposes of this policy, discrimination means treating people less favourably than others on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be by direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.

PSHCE helps children to:

- Acquire knowledge and understanding of themselves, of others and of the world they live in;
- Develop skills for living;
- Understand and manage their emotions;
- Become morally and socially responsible;
- Take on a range of roles and relationships;
- Value themselves and respect others;
- Contribute to their community;
- Appreciate difference and diversity;
- Participate actively in our democracy;
- Safeguard the environment;
- Act in the wider world in a way that makes the most of their own and others' human potential.
- Develop their self-knowledge, self-esteem and self-confidence.
- Distinguish right from wrong and to respect the civil and criminal law of England.
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Acquire broad general knowledge of and respect for public institutions and services in England.
- Promote further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures



- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The school does not promote any form of partisan political views in the teaching of any subject in the school.

Aims and Values

The School is committed to increasing the learning opportunities for its children and to raising standards. We use our PSHCE programme to complement our aims and values.

We aim to:

- Provide a curriculum that is balanced and broadly based
- Provide opportunities for all children to enjoy learning and to achieve high standards and develop self-confidence
- Promote children' spiritual, moral, social and cultural development
- Prepare all children for the opportunities, responsibilities and experiences of life
- Re-integrate children where possible and appropriate into mainstream school
- Enable children to interact and communicate with a wide range of people
- Enable children to express preferences, communicate needs, make choices and decisions and choose options that other people act on and respect
- Prepare children for adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other
- Increase children' awareness and understanding of their environment and of the world.
- Encourage children to explore, to question and to challenge

Rationale

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first-time educators' of their children; schools work in partnership with them, in developing children personally and emotionally, and as young citizens.



The skills knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as one of the foundations of a civilised society, and a firm basis for the nurturing of children
- Understand the principles of our society and democracy
- Value their role as a contributing member of a democratic society
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and their importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations.

Principles of teaching and learning and Inclusion

- The PSHCE framework contains a specific reference to knowledge, skills and understanding that children need to develop in order to contribute to, and participate in, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development of and participate in projects and initiatives that promote inclusion. The PSHCE framework, therefore, provides the basis for schools to develop a 'curriculum for inclusion so that children, as well as adults, take responsibility for meeting the requirements of the inclusion statement.
- PSHCE can be delivered in a cross-curricular way, or through a discrete lesson to deliver a planned scheme of work. Children's learning in PSHCE is fundamentally improved by a positive ethos in the school. All activities in school contribute to the ethos, through assemblies, and extra curricular activities. Effective teaching of PSHCE involves a range of teaching strategies, including



group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies.

- Where visitors are used to support and extend classroom teaching, they should be used to complement the school's scheme of work. The teacher should always be present and retains overall responsibility in the classroom.

Equal opportunities

The school's equal opportunities policy applies to PSHCE.

The School is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Where appropriate, teaching materials and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender should be avoided, and children's progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

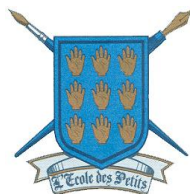
PSHCE provides opportunities for links with literacy, for example as children listen to and read stories that enable them to consider other people's lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences.

The PSHCE programme should be delivered through a wide range of opportunities:

- Community involvement
- Communication activity
- Information communication technology
- Consideration of social and moral dilemmas
- Participation in decision-making processes, including involvement in the school council
- Understanding a local, national and international organisations
- Understanding of environmental issues.

Continuity and Progression

A balanced range of teaching strategies is needed to provide for the effective delivery of citizenship for all children. To ensure that children are actively involved in preparing to play an active role as citizens, they should progressively have opportunities to:



- **Take some responsibility for their own learning**, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps;
- **Explore and discuss topical issues**, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to explore how issues affect others in the world
- **Participate in groups of different sizes and composition**, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school;
- **Find information and advice**, for example through helplines, and learn to provide information to others;
- **Work with adults other than teachers**, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups, local, national or international voluntary organisations, and people who work in the school and neighbourhood, such as health professionals, emergency service professionals, local councillors and MPs;
- **Work outside the classroom**, becoming actively involved in the decision-making and organisation of the school and, for example, helping to look after the school environment, supporting peers or younger children in the playground, taking part in activities with different members of the school and local community;
- **Take time to reflect** on all their experiences in both the formal and informal curriculum, identifying what they have learnt and enabling them to transfer that to situations in their own lives, now and in the future.
- **Health & Safety**

Provision for PSHCE in the curriculum needs to be consistent with school policies on guidance and care of children, behaviour and discipline, and health and safety. Additional guidance is available about off-site educational activities.

Contributions to spiritual, moral, social and cultural development

The PSHCE framework gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical political (depending on age), spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- A willingness and ability to apply reasoning skills to problems and to value respect for truth and evidence in forming or holding opinions;
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decision.

PSHCE promote spiritual development through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society.



PSHE and Citizenship help children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSHCE promote moral development through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

PSHCE promote social development through helping children to acquire and understanding the skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

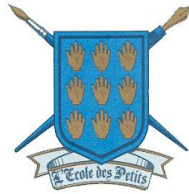
PSHCE promote cultural development through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on the spiritual, moral, social and cultural dimensions, and for all children to consider their own views and opinions about them, occur through many aspects of PSHCE – in particular, as children investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.

We provide opportunities for personal and social development through a variety of strategies:

Individual, peer group, collaborative group work

- Discussion and role-play
- Debates
- Vertical streaming allowing children of mixed ages to work together
- Involvement in a range of problem-solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment and peer assessment
- Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values.
- By building positive working relationships between children and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.
- Year groups are encouraged to have speakers to discuss relevant topics.



PSHCE is central to the educational entitlement of all children, and, as a cross-curricular dimension, permeates all aspects of life in school. It is mainly encompassed within the teaching of cross-curricular topics but is also taught through specified lessons. It is an integral part of the whole curriculum and is not just a separate subject.

Most resources are located within year group areas or individual classrooms. These are items that are used regularly or have been specifically requested by a member of staff.

Assessment and Evaluation

PSHCE is primarily assessed by:

- Observations of a child or group of children when on task
- Child-led outcomes in a variety of forms (written, audio, video, artistic)

These assessments:

- Inform future planning
- Provide information about individuals or groups for their pupil progress records

These assessments are carried out throughout the French curriculum and French Inspector and are the responsibility of the class teacher with the support of the Senior Management.

Evaluation is carried out in order to enhance the teaching and learning of PSHCE within our school.

The timescale involved in the evaluation may differ from year to year but is most likely to be on an annual basis.

It includes a regular evaluation of the content of the PSHE Curriculum. The evaluation may take place by means of a number of methods including:

- The assessment of children's work and their achievements
- Discussion among groups of staff or the whole staff
- Classroom observation, of teachers and children
- External inspection and advice

Throughout the year the whole staff is encouraged to feedback information and ideas to the whole staff. This may include comments as to how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future PSHE curriculum.

Reviewed September 2020