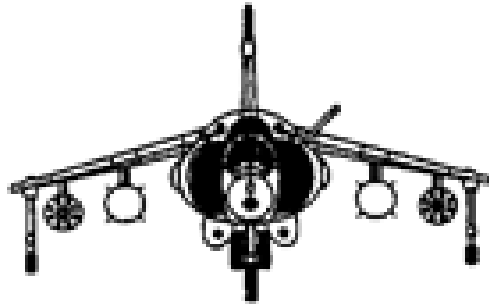


# WITTERING PRIMARY SCHOOL



## Personal, Social, Health and Citizenship Education.

**Date of Agreement:**            **Spring 2020**

**Signed:**

**Proposed Review Date :**



## Wittering Primary School

### Personal, Social and Health and Citizenship Education (PSHCE) Policy

#### **1 Aims and objectives**

1.1 This policy supports a whole school approach to PSHCE in the curriculum and throughout the life of the school and the community. It is consistent with current legislative frameworks and non- statutory guidance. We are committed to promoting the health and well-being of children and the whole school community, and recognise the important cyclical relationship between wellbeing and learning. Personal, social health and citizenship education (PSHCE) enables children to become healthy, independent and responsible members of society who are prepared for life and work. We develop children's 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. We teach them about how to be kind to other people and to themselves and to value difference in culture and lifestyles. We teach children how to keep themselves safe and who to turn to if they have worries. We aim to develop skills such as resilience, self-esteem, risk management and team working.

1.2 The aims of personal, social, health and citizenship education are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- understand ways to safeguard their own mental and physical health
- be aware of safety issues and to teach children to assess and reduce risk
- understand what makes for positive, healthy and safe relationships with others
- have respect for and show kindness to 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
- to embrace difference and develop tolerance for other people's views and lifestyles.

#### **2 Teaching and learning style**

2.1 PSHCE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules to ensure that all feel safe and able to learn in a supportive, caring environment. 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 use circle times, games, stories and discussions as part of our lessons. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, attendance at Remembrance celebrations, involvement in the

Children's and Young People Board, attendance at 'Take Over Day' at Sacrewell Farm, participation in the DARE programme, the planning of school special events such as assemblies open evenings, cake sales and fetes and involvement in activities to help other individuals or groups less fortunate than themselves. We base our lessons on The Cambridgeshire Personal Development Programme and also use 'PIXL' A Mind to be Kind programme to promote kindness without expectation of reward. This is promoted throughout the whole school to include all adults and children. Staff are expected to lead by example to promote good citizenship. We organise classes in such a way that pupils are encouraged 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, people from different career backgrounds, 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. Equality is promoted in every lesson with each individual being valued. We provide access to a weekly well-being club for any children who need extra support.

- 2.2** The nature of PSHCE means that children may disclose personal information that staff will respond to appropriately. Where there is a risk to children's safety, this information must be passed on immediately to the safe guarding lead or deputy safeguarding leads at our school.

### **3 PSHCE curriculum**

- 3.1** We use the Cambridge Primary Personal Development Programme to plan and teach PSHCE. We have developed a progressive, spiraling 2 year rolling programme of lessons. This covers the strands of:

**Myself and My Relationships** – including Beginning and Belonging, My Emotions, Family and Friends, Anti Bullying and Managing Change.

**Healthier and Safer Lifestyles** – including Managing Safety and Risk ( including road safety ), RSE, Healthy Lifestyles, Drug Education, Personal Safety, Digital Lifestyles and safety is covered in Computing and through an e safety day each year.

**Citizenship** – Including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

**Economic well - being** is taught through off timetable days and within the Computing curriculum.

In addition to this, additional weekly lessons take place using the PIXL A Mind to be Kind scheme of work and circle time sessions to further discuss any particular issues which arise within classrooms.

- 3.2** PSHCE is also taught in other subjects e.g when teaching about local environment issues in Geography we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks cycle paths. Aspects of PSHCE are also taught in Computing, Science, RE and PE.
- 3.3** We enrich our PSHCE curriculum through specific activities and whole school events e.g We offer residential visits in Years 5 and 6 where there is a particular focus on developing the pupils' self- esteem and where we give them opportunities to develop leadership, cooperation and self-care skills. The Upper KS2 children help younger children at playtimes and after assembly. They also

help out with office duties and take charge of stalls at the Christmas and summer fetes. PSHCE knowledge is also reinforced through weekly and class and seasonal assemblies.

#### **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 and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE and citizenship 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 Inclusion/Equality and Diversity**

- 5.1** We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches take into account the ability, age, readiness, cultural backgrounds and sexuality of children and families to ensure that all can access the full PSHCE provision. In relation to ethnicity, religion and cultural diversity we value the different backgrounds of our children and seek to promote respect and understanding. We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources and children's fiction. The protected characteristics are : age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

#### **Teaching PSHCE and citizenship to children with special educational needs**

- 5.2** At our school we teach PSHCE and citizenship to all children, whatever their ability. PSHCE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHCE and citizenship 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 allows us to consider each child's attainment and progress.
- 5.3** 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.
- 5.4** After careful and reasonable adjustments a child may be placed on the SEN register at SEN support, coordinated plan level or, after extensive support and LA agreement, awarded an EHCP. Often children on the SEN register require a specific focus on issues linked to the PSHCE curriculum such as self-esteem and personal safety in order to meet their individual and varied needs. In these instances they may require a tailored, individualised PSHCE curriculum, school may also liaise with outside agencies such as CAMHS to focus and support in specific areas such as mental well-being.

**5.6** We enable pupils to have access to the full range of activities involved in learning PSHCE and citizenship. 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 and citizenship both by making informal judgements as they observe them during lessons and in informal situations. Teachers write assessments in their daily diaries. Opportunities for assessment are written into the termly plans.

**6.2** Teachers record the achievements of pupils in PSHCE and citizenship in their daily diaries. In teachers' termly plans they include possible assessment opportunities. We report achievements to parents each year in the annual reports.

## **7 Resources**

**7.1** The Cambridgeshire Personal Development Programme

Jenny Mosely circle time resources

PIXL –A Mind to be Kind

Books, games and props stored in the resources room and in the staffroom

Resources collected and shared on staff share .

## **8 Monitoring and review**

**8.1** The PSHCE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of lesson planning. The SLT team are responsible for lesson observations. The subject leader supports colleagues in the teaching of PSHCE (including A Mind to be Kind and circle time), by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable her to fulfil this role and write feedback/updates for staff.

**8.2** The PSHCE lead meets with a named governor for PSHCE, who works closely with the coordinator to support her. The PSHCE governor feeds back to governors meetings any updates. The governors have been instrumental in scrutinising approving and purchasing the new Cambridgeshire Personal Development Programme. The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in the school.

**8.3** We recognise the role that parents and carers have in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by informing parents and carers when we are teaching sensitive content and when we teach RSE, inviting parents in to learn more about resources and programmes,

providing supportive information to parents and carers, encouraging children to share their learning at home and through class assemblies and DARE graduations, inviting parents and carers to discuss their views and concerns on an informal basis and sharing of the PSHCE and RSE policies on the school website or paper copy from the school office.

- 8.4** The PSHCE lead meets with groups of children once a year on an informal basis to discuss what they have learnt and find out what they think about PSHCE lessons in school. From this any highlights or gaps in knowledge and causes of concern can be fed back to the teachers so that this can be addressed in future planning. When the children are involved in feedback the curriculum can be tailored specifically to their needs and kept appropriate to them.

***Note***

This policy should be read in conjunction with the RSE, Safeguarding, Computing, E Safety, Science, PE, SEN, Behaviour, Anti-Bullying, Inclusion and RE policies and the Equality statement and Statement on British Values.