

HARTSBOURNE PRIMARY SCHOOL PERSONAL, SOCIAL, HEALTH & CITIZENSHIP POLICY

To be read in conjunction with Child Protection Policy, Behaviour Policy, Equal Opportunities Policy, RE POLICY, SRE Policy, Teaching & Learning Policy, Science policy.

RATIONALE

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The DfE however states in section 2.5 of the national curriculum framework that *'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Hartsbourne Primary School has decided to adopt the programme of study developed by the PSHE Association. This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

AIMS AND OBJECTIVES

At Hartsbourne we aim to provide a healthy, caring community in which children can learn to respect themselves and others and also to take responsibility for their own actions. Positive approaches to personal, social and health issues are promoted throughout the curriculum and general life of the school.

The over-arching aim for PSHE & C education is to encourage children to see themselves as valued members of both the school community and society at large. We will provide:

- Opportunities to turn knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, values, attitudes, beliefs, rights and responsibilities of self and others.
- Skills to live an healthy, safe, fulfilling, responsible and balanced life.

Objectives

The programme of study will be an integral part of the school curriculum and will be taught in a sensitive manner appropriate to the needs of the individual child. Lessons will be developed as a natural part of pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life, whatever the make-up of their family. We will:

- Promote a holistic approach to PSHCE which pervades all aspects of a child's life at school.
- Plan, create and make use of opportunities, which consider achievement and promote positive experiences to develop self-esteem.
- Introduce children to a knowledge and understanding of healthy attitudes and lifestyles, which will help them to maintain a sense of mental health and well-being.
- Help children to develop self-awareness and a range of personal and social skills, relate well to others and form sound and friendly relationships at school.
- Understand the importance of respect for others and have knowledge about other people in terms of gender, race, and religious beliefs, cultural and other differences.
- Enable children to make decisions based on self-knowledge and a sense of right and wrong and how to take responsibility for their own actions and choices in life.

- To encourage children to see themselves as active, valued members of the community, knowing their rights and responsibilities and able to express their views.
- Develop an understanding of practical skills to keep them safe in different situations including those that may be potentially dangerous.

TEACHING AND LEARNING

PSHCE is integrated into the new Primary Curriculum and topics are covered at least once, but most several times. Each time a topic is covered the class teacher will ensure it is appropriate to the child's age, maturity and ability. Some PSHCE will be delivered cross-curricular.

Children are encouraged to learn and acquire new skills that will enable them to show respect and concern for themselves, others and the environment. A variety of teaching and learning styles will be used when delivering PSHCE. These may include: discussions, circle time, DVDS, diagrams, artefacts and stories.

Personal and social development is the result of both a planned curriculum and a commitment to a whole school ethos where **all** members of the school community are valued and respected. This means staff being effective role models by maintaining good, appropriate relationships, encouraging a positive working atmosphere and showing respect for the environment.

Whole School Approaches

There are many activities that form part of our school routine that help promote children's self-awareness, self-esteem and confidence. These include:

- Sharing, class, religious and achievement assemblies where children participate in collective worship, have opportunities for reflection and where awards are given and achievement recognized. Assemblies will also explore different themes and cultures, highlight wider social issues and allow for personal reflection.
- Displays of work
- Concerts and school performances.
- The management of day to day incidents, which provide opportunities to raise awareness explore issues and generate more thought about future behaviour.
- Clubs, trips and school journeys, which foster independence, responsibility and safety awareness.
- Fund raising, local issues, recycling, visits to service providers and people who help us will help children to learn how to become helpfully involved in the life of their community and prepare them to be active citizens in the future.

SEND and Learning for All

All pupils receive support appropriate to their needs. This is achieved within the classroom through the teacher knowing their pupils and planning differentiated activities accordingly. Consideration will be given to the needs of higher attaining pupils and children who need more support.

Use of Visitors and Wider School Community

Where appropriate, the school nurse, or other visitors may be invited to talk to children. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community.

ASSESSMENT

There are no attainment targets for PSHCE education and teachers assess the children by making informal judgements as they observe them during lessons. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Our achievement assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

Parents/carers

Parents are informed of the curriculum through information on the website and where relevant, through additional communication. Annual reports to parents include a general comment on PSHCE. We welcome the contribution parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHCE and their child.

Involvement of children

Positive relationships amongst children are encouraged through skills of co-operation, listening, sharing, negotiation and conflict resolution. Elected representatives of Year's 2 to 6 attend school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

School Council

The School Council is a key element in the development of Citizenship with the school. The main aim of the School Council is to give a voice to the 'silent majority' of children within the school who are committed to the school and want to see it improve but whose ideas and opinions might otherwise go unnoticed. It is recognised that these views and opinions are an essential part of the continued progress and development of the school.

The School Council encourages all children to take an active role in the life of the school by allowing them to raise their concerns and ideas for discussion. It also allows children to be involved in the school's decision-making process and whenever reasonable new ideas and initiatives will be put to the School Council for their input. To ensure the School Council runs smoothly all staff should:

- Support and promote the elections each year
- Allow class time for the class representatives to feed back to the pupils as soon after each meeting as possible
- Allow class representatives to attend all meetings.

BRITISH VALUES

Key Roles and Responsibilities

The PSHE co-ordinator is responsible, in consultation with all class teachers, for planning, running and evaluating the effectiveness of the programme. The coordinator is responsible for keeping the Head Teacher and Governors informed.

MONITORING AND EVALUATION

The Head Teacher and PSHE Leader are responsible for monitoring the standards of children's work and the quality of teaching and learning. The Head Teacher and subject leader supports colleagues in the teaching of PSHCE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school and relevant training. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

The policy will be reviewed regularly and at least every two years.