



Everyone

Smiles

Here

Esh Church of England (Aided) Primary School

PSHCE Policy

March 2020

P.S.H.E and Citizenship

Personal, Social, Health and Economic (PSHE) and Citizenship education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. PSHCE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. “Unless children – whatever their chronological age – are continually being helped to ‘grow up’, that is to make sense of themselves and their relationships with others, they cannot make best use of the education offered by their teachers. Above all the human child seeks to find reassurance and meaning in life”. (Passport project, Gulbenkian Foundation P.5)

Rationale

PSHCE education supports the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Prepare them for life and work in modern Britain.

Key Principles

At Esh C.E. (Aided) Primary School we believe in valuing the individuality of our children. We are committed to giving all our children every opportunity to achieve the highest standards.

This policy helps to ensure that all our children in school learn and achieve, are fully active members of our school life and community and can make informed choices about their own lives.

Aims

In PSHCE we aim to provide opportunities in which pupils:

- develop the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Organisation

All teachers will be involved in the teaching of P.S.H.E and Citizenship which will be done in a thematic way across the Key Stages. As there is a large overlap between the programmes of study for R.E. and the aims of PSCHE a large part of this curriculum will be delivered through R.E. lessons.

It is also taught through cross-curricular opportunities, for example through our Rights Respecting work and Relationship and Sex Education within science.

In addition to this we provide enrichment activities to support the curriculum such as Anti-Bullying Week and LGBT History Month.

In Year 1 and Year 6, children take part in the Archbishop of York Young Leaders Award. It gives pupils opportunities to take part in practical activities and challenges to help those around them and their local community.

In Year 5 and Year 6, children have the opportunity to take part in a residential experience, which makes an important contribution to the pupils' personal, social, emotional and citizenship development.

Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to launch specific themes, for example respect, caring and sharing.

Leadership and Monitoring

The PSHCE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience
- assessment of pupil learning objectives/outcomes

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Teaching and Learning

A variety of teaching and learning strategies are used to deliver PSHCE which take into account pupils' age, development, understanding and needs. Pupils will work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

PSHCE is planned according to the levels and needs of the children. A range of teaching strategies and learning styles are used in delivering PSHCE. These include:

- whole class teaching
- group work
- individual work
- drama, role play
- circle time

Progress

This will be characterised by:

- An increase in breadth of studies: the gradual extension of content from themselves to the dealing with the outside world.
- The gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, as individuals and groups, building better relationships.

- A continuing development of skills: including thinking, discussing, investigating, evaluating which reflect the children's developing cognitive abilities.
- Increasing opportunities for children to examine social, economic, political and environmental issues: the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Assessment

We acknowledge assessment in PSHCE is difficult. All teachers should understand that certain aspects of PSHCE are not linear, for example, self-esteem can rise and fall through a combination of events at any stage in life. PSHCE is reported to parents annually as part of the end of year report. Teachers make informal judgements as they observe and listen to pupils during PSHCE lessons, in other lessons and around school. Teachers can encourage pupils own self-assessment by allotting time for reflection and by teachers and pupils working together to identify areas for development and setting personal goals. It is important that children's successes in PSHE and Citizenship are acknowledged and celebrated throughout the school. We report these successes during a weekly celebration assembly through sharing of certificates, stickers or rewards achieved both in and out of school.

Links with other policies

- Relationship and Sex Education
- Drug Education (including Alcohol and Tobacco)
- Teaching and Learning
- Equal Opportunities
- Child Protection
- Behaviour
- Anti-Bullying

Confidentiality and Safeguarding

It should be clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the Class Ground Rules (Please refer to Safeguarding policy for additional information).

How we involve and consult with pupils

Our School Council help to evaluate our PSHCE programme. They suggest topics they feel it is important to cover and decide which charities our school works in partnership with.

How we involve and consult with parents

The school believes that it is important to have the support of parents and the wider community for the PSHE programme. Parents are/will be given the opportunity to find out about and discuss the schools' programme through

- parent awareness session
- parents evenings
- involvement in policy development
- involvement in curriculum development
- information leaflets/displays

Parents are encouraged to discuss their concerns and/or decisions with the Head teacher.

Date of Policy: March 2020

Signed.....Head teacher

Signed.....Chair of Governors