

Policy on Physical, Social, Health Education and Citizenship (PSHCE)

MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>23rd January 2017</i>
HT	
CoG	
Future Review	<i>Spring 2019</i>

Mugginton CofE Primary School

PSHCE Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

1. Aims and objectives

Personal, Social, Health Education and Citizenship (PSHCE) enables children to become healthy, independent and responsible members of society. We encourage our pupils 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. We teach them British Values and 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.

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

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 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 good relationships with other members of the school and the wider community.

2. Teaching and learning style

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 encourage the children to take part in a range of practical activities that promote active citizenship without party political bias, e.g. charity fundraising, the planning of school special events such as a church service or coffee morning, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able 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, 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.

3. PSHCE curriculum planning

We teach PSHCE in a variety of ways. In some instances, e.g. drugs education, we teach PSHCE as a discrete subject.

Some of the time we introduce PSHCE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHCE, we teach a considerable amount of the PSHCE through our religious education lessons.

We also develop PSHCE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there are extended opportunities for developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills away from their normal home or school environment.

4. Foundation Stage

We teach PSHCE in our infant class as an integral part of the topic work covered during the year. In the Foundation Stage, we relate the PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, social and emotional 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. Teaching PSHCE to children with special educational needs

At **our school** we teach PSHCE to all children, whatever their ability. PSHCE 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. Attainment and progress are assessed in a variety of ways and inform the planning of future lessons.

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.

Intervention may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHCE.

We enable pupils to have access to the full range of activities involved in learning PSHCE. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, as we do for all pupils, to ensure that the activity is safe and appropriate.

6. Assessment and recording

The class teacher teaches and assesses the children's work in PSHCE both by making informal judgements through observations during lessons and by carrying out assessments of the aspects of PSHCE which occur in other subjects as measured against the specific learning objectives set out in National Curriculum subjects such as Science or in the Foundation Stage Profile. Consequently, we have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Teachers record the achievements of pupils in PSHCE informally, according to their own methods of teacher assessment. We report these achievements to parents each year.

We also encourage pupils to assess their own development in this area of the curriculum.

7. Resources

We keep resources for PSHCE in a central store for each unit of work, including a selection of reference materials for teaching sensitive issues. We also have a list of resources to support the scheme of work, which can be borrowed from alternative sources.

8. Monitoring and review

The PSHCE subject leader is responsible for monitoring the standards of children's work. The subject leader is also responsible for sharing developments with staff as part of the annual curriculum review process, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This PSHCE policy is drawn up in consultation with Governors.

Note

This PSHCE policy should be read in conjunction with the Health, Safety and Welfare Policy, the Sex and Relationships Education policy and the Drug Education policy.