



Personal, Social, Health & Citizenship Education

Next review: Autumn 2023

Personal, social, health and citizenship education (PSHCE) is an important and necessary part of all pupils' education. 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. 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.

Aims

The following aims for PSHCE reflect a broad consensus about the subject's educational rationale and purpose. The aims of PSHCE are to enable our children to:

- 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 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.

Teacher Planning

We teach PSHCE in a variety of ways. All year groups follow the Social and Emotional Aspects of Learning (SEAL) framework. We use this for both discrete lessons and as the need arises in daily school life. SEAL lessons are further complimented with specific lessons in areas such as drugs education (D.A.R.E) and sex and relationships education (SRE) to ensure all aspects of the National Curriculum PSHCE programme of study is addressed as well as the Early Learning Goals for Foundation stage.

We may also 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 planning of proposed local developments. As there is a large overlap between the programme of study for religious education and the aims of PSHCE, we teach some 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 residential visits to The Peak District for all Junior classes, to Beaumanor for Year 4 children and to Northumberland and Yorkshire for children in Year 5 and 6. During such visits there is a particular focus on developing pupils' self-esteem and independence as well as giving them opportunities to develop leadership and co-operative skills.

Each class follows the Social and Emotional Aspects of Learning (SEAL) with a weekly dedicated lesson and half termly introductory act of collective worship. SEAL covers seven key areas which are addressed at a deeper level as the children progress through the school. The seven areas are:

- New beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes
- Bullying

In addition to the above teachers may deliver PSHCE lessons on specific topics as the need arises in their class (i.e.: illness, health and safety etc). We also supplement our PSHCE curriculum through the Life Education bus for children in Foundation Stage up to Year 5 and with DARE (Drugs Abuse Resistance Education) for Year 6.

Time for You is a PSHCE scheme followed in Key Stage One. This is delivered through classroom assemblies and dedicated weekly lessons.

Classroom Delivery

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, e.g. charity fundraising, the planning of school special events such as a collective worship or games for Christmas Fair, 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.

Resources

We keep resources for PSHCE in a central store and use a range of appropriate websites and supplementary age appropriate books. In addition to this teachers will keep resources used

only by their class in their classroom. We have a selection of reference materials for teaching sensitive issues.

Assessment and Record Keeping

Our assessment of PSHCE covers knowledge, skills and attitudes. Recording developments in these are completed by the child (check lists, diary, display), peer group (thought storms, drama) and teacher (check lists, role play and observation).

Part of our assessment allows children the chance to ask pertinent questions and make their own judgements according to their current strengths and needs. The organisation of the scheme of work also allows children the opportunity to revisit and therefore reconsider judgements. Judgements made by children about self-worth are personal and therefore not shared unless agreed.

We do not assess values but children can consider and compare their own value system to that of their peers and the wider community. Reflection is an important part of learning.

Our assessments give us the opportunity to:

- inform future planning
- group children for particular activities and interests
- ensure the curriculum meets the needs of all children
- promote continuity and progression
- report to parents/carers on progress

No formal records are kept in relation to PSHCE, however each child's progress is discussed with their parents/carers at parent's evenings and also through the 'General Comment' section of the yearly school report.

Evaluation

The school evaluates PSHCE by:

- keeping evidence – photographs or portfolio of samples of work
- overseeing standards of displays and their content
- monitoring children's skills and techniques
- staff meetings – formal and informal
- coverage of the National Curriculum