



# St Paul's Church of England Primary School Personal, Social, Health and Citizenship Education (PSHCE) Policy

**Adopted by:** Curriculum and Achievement Committee

**On:** 18<sup>th</sup> October 2017

**Review:** Autumn 2021

## **Why teach PSHCE?**

PSHCE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health, citizenship and economic education (PSHCE), drawing on good practice'. In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHCE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHCE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

## **Our Aims:**

We aim to help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

## **Our Vision:**

To create a rich and balanced learning culture where all have access to a high quality education which develops the individual academically, morally, spiritually and culturally. To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.

## **Aims & objectives of PSHCE**

Personal, social and health education (PSHCE) and citizenship 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 this way we help develop their sense of self worth. We promote a happy and healthy school community, reflecting the Christian ethos of the school but also celebrate the diversity of cultures at St

Paul's CE Primary School where every person is valued regardless of age, colour, gender, ethnicity, heritage, religion or disability. We teach children what it means to be a positive member of a diverse multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the school council.

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

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- develop their varied abilities and talents fully; setting achievable goals, learning to work and try hard, and understanding both success and failure
- to understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- develop an active role as a member of a family and of the community
- understand the principles of our society and democracy
- value their role as a contributing member of a democratic society
- respect the letter of the law and encourage others to do so

Personal, social and health education (PSHCE) and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

## **Teaching, learning and inclusion**

PSHCE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE is delivered in a cross-curricular way and through a discrete lesson to deliver a planned scheme of work, based on the programme of study from the PSHE Association. This was written to sit alongside the 2014 National

Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn. The curriculum framework for the teaching this subject has been organised into three core themes. These are health and wellbeing, relationships and living in the wider world.

The scheme should be taught in discrete lessons, supported by other learning opportunities across the curriculum, including the use of enhancement days where possible.

A number of other models can be used to supplement discrete lessons with dedicated curriculum time. These include:

- learning opportunities in other curriculum subjects (PSHCE education provision integrated within other subjects)
- whole school and extended timetable activities
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated. Pupils should be involved in this process, influencing provision from the start as well as having a say in how learning develops.

PSHCE is throughout the school and it has been timetabled into the school week. This lesson provides opportunities for class discussion through circle time activities, which are a teaching strategy for behaviour management, and enables the children and the teacher to communicate with each other about issues, which promote self-esteem and positive behaviour. Role-play, group work and the use of visitors and outside agencies are also used.

## **Differentiation & Additional Educational Needs**

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented and those children who need additional support with EAL.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's support plans relate to their personal development we ensure that opportunities are planned to support children in achieving these.

## **Equal Opportunities**

We use teaching materials, which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged. Children with English as an additional language have equal access to develop their learning and knowledge. Children's religious beliefs and cultural differences are always respected.

## **Assessment**

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHCE education. However, the personal nature of PSHCE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHCE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHCE strives to develop.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

## **Resources**

Each class has a folder with a hard copy set of resources. In the folder you will find printed copies of long term plans, medium term plans, planning prompts and the programme of study. Under the staff shared file on the intranet you will find an electronic copy of all of the above as well as printable resources, which have been split into year groups.

In the PSHCE cupboard, which is located in RB's classroom, you will find DVD's on Sex Education, Drug Education and information on Money Matters.

## **Provision for Staff Development**

In service training is provided within school. Hounslow and the PSHE Association offer courses in our area.

## **Monitoring and Review**

The PSHCE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching and planning of PSHCE by giving them information about current developments in the subject. The subject leader is also responsible for giving the headteacher an annual summary evaluating strengths and weaknesses and indicating areas for future development.

Governors and staff will be given a copy of this policy. Copies are available to parents in the school office.

## **Drugs, Alcohol and Tobacco**

At St Paul's CE Primary School drugs, alcohol and tobacco education is incorporated into the curriculum from Early Years to Year 6. Any incident is individually assessed and recorded then reported to the headteacher. The headteacher will implement as necessary.

At St Paul's we provide drugs, alcohol and tobacco education as part of the PSHCE lessons to inform and educate pupils on the consequences of drug, alcohol and tobacco use and misuse and our aim is to develop an understanding of related health and social issues.

## **Sex and Relationships Education**

In the National Curriculum 2014, Sex and Relationship Education (SRE) was made non-statutory in Primary Schools. However, the governors of the school believe that effective SRE, covering changes at puberty and key elements of SRE is essential in a primary setting. The school's SRE policy sets out the scope and framework for SRE provision across the school.

Parents are informed about this education and have the opportunity to ask questions and raise concerns with the class teacher and are encouraged to view resources. If a parent/carer requests that their child be withdrawn, this should be made in writing to the headteacher.

We understand that much of a child's education about personal growth takes place at home therefore it is essential that parents/carers views are sought over Sex and Relationships Education.

## **Using Visitors and Outside Agencies**

At St Pauls we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the police, fire-fighters, school nurse, road

safety team, drug education programme, sex and relationships programme, recycling team, healthy programme

Teachers using visitors always make sure that;

- pupils are involved through discussion about who would be an appropriate visitor to support the work
- the visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom
- the visitor's contribution complements the teacher's contribution