

PSHCE Policy

Introduction

Personal, Social, Health and Citizenship Education (PSHCE) enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future.

At Sitwell Junior School, we follow good practice relating to PSHCE as outlined in the National documentation:

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013 states:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.”

The guidance also states the PSHE curriculum should reflect the needs of the pupils, and that the DfE...

“.. expects schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.”

In addition, PSHE plays a key role in supporting the expectation both in the Education reform Act* of 1988, requiring schools to provide a broad and balanced curriculum and also of the new National Curriculum framework**; they both state that, ‘every (state-funded**) school must offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical**/cultural* development of pupils, and:
- [prepares pupils for the opportunities, responsibilities and experiences of later**/adult* life’.](#)

The DfE finally state that:

“Schools should seek to use PSHE 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.”

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013

PSHE also helps our school to fulfil its responsibilities to progress pupils’ British Values and good Spiritual, Moral, Social and Cultural development (SMSC) and to ensure pupils are properly safeguarded, supporting Ofsted requirements.

Aims and Objectives

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 doing so, we help their sense of self-worth. We teach them how society is organised and governed. We ensure that they

experience the process of democracy in school through the school council which hold weekly meetings. We teach them about rights and responsibilities and 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:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- 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.

Teaching & Learning Strategies

When teaching any aspect of PSHCE, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHCE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practice them through participating in role play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum through effective implementation of the appropriate methodology for example, group work in a design technology activity which requires communication and co-operation between group members for the task to be completed.

Examples of teaching and learning approaches in PSHCE include the use of P4C, circle time, role play and drama, brainstorm, pair and group work, carousel, use of fiction, 'draw & write', circle of feelings & material from the media, e.g. DVD's.

Curriculum organisation

PSHCE is taught in a variety of ways both within and outside the curriculum. In some instances, aspects of PSHCE may be taught as a discreet subject, and to a large extent it can be covered through other subjects and topics. However, we advocate that PSHCE features within the Primary curriculum as a discrete lesson, varying between 30 – 60 minutes, depending upon the age of the children being taught and the aspect of the subject being delivered.

PSHCE is also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit to PGL is offered in Key Stage 2, where there is a particular focus on developing pupils' self-esteem & giving them opportunities to develop leadership & co-operative skills.

Role of the PSHCE Co-ordinator

The PSHCE co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of their plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHCE and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHCE

Resources

All the resources used:-

- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHCE

Use of Visitors

When using visitors to support the delivery of the scheme of work we follow the good practice as outlined in the **Visitors Policy- Working in Partnership** (WiP) document produced by South Yorkshire Healthy Schools/settings. We ensure that visitors are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are aware of the context for the lesson. (see Planning Checklist in the WiP document). Active learning principles apply: it is not appropriate, for instance, for a police officer to deliver a 'lecture' on road safety to the whole school in the hall.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHCE are aware of relevant policies (for instance, behaviour management, Relationships and Sexual Health education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The PSHCE co-ordinator holds an overview of the visits and visitors being used to support the PSHCE curriculum, and has responsibility for planning such opportunities across the school.

The school uses the '**Working in Partnership**' document produced by South Yorkshire Healthy Schools to plan and evaluate visitor contributions.

Assessment, reporting & recording

Assessment is as central to PSHCE as it is to learning in any other area, and should be planned for in the same way. Self-assessment has a core role in PSHCE particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHCE for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHCE and is the main form of assessment used within our scheme. Pupils' levels of knowledge

and their perceptions will vary greatly, and will not necessarily be ability related. It is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

The school uses the Rotherham Healthy Schools Assessment Tool, there is a whole school approach to this and the PSHCE Coordinator has responsibility to oversee and monitor the assessment process.

Review and Monitoring

The PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHCE, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Time is allocated to review samples of children's work and to visit classes to observe teaching in the subject.

Professional Development

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training on specific issues (e.g. PSHCE Leads meetings, RSHE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators