



## **OXLEY PARK ACADEMY**

### **Personal, Social, Health and Citizenship Education Policy**

#### **Introduction**

The overall atmosphere and type of learning environment created by a school is vital to the personal growth and development of all children. The organisation and rules, the relationships of staff with children all carry significant messages about the values the school places on promoting positive attitudes, behaviour and codes of conduct. This part of the “hidden” curriculum is as important as the quality of the teaching and learning that takes place. At Oxley Park Academy, the whole staff share common attitudes and beliefs about the kinds of values and behaviour, which are essential to help promote the ethos of the school.

PSHCE can and should be one of the main drivers and influences on the school experience for our young people. This is being recognised more and more at government and local level. The underlying principal is about *putting children and young people first*, which has always been at the heart of good PSHCE practice and life at Oxley Park Academy.

We feel that an environment where children feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a child’s learning. We ensure that the contributions and opinions of every child are valued and deserving of attention.

The central element of personal, social, health & citizenship education is the development of the child’s self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore that we help children to increase their self-awareness and self-confidence by ensuring that each has the opportunity to achieve and be successful.

Our school is committed to the health and safety of the children and will take action, where necessary to safeguard their well-being. We endorse the World Health Organisation’s definition of health as:

“a state of complete physical, mental and social well-being, not merely the absence of disease and infirmity.”

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to persuade children in need of support to come forward.

Personal, Social, Health & Citizenship education is an important part of every child’s entitlement and a whole school policy will help to move the school towards achieving those aims. This policy incorporates advice and guidance from both our Drugs Education Policy and Sex and Relationship Education policy.

## **Definitions of PSHCE**

Personal, Social, Health and Citizenship Education (PSHCE) refers to all the planned learning opportunities, which a school provides to promote personal and social development through the curriculum as a whole.

This includes opportunities provided by:

- SEAL (Social and Emotional Aspects of Learning)
- the core and foundation subjects of the National Curriculum;
- assemblies;
- circle time;
- playground provision;
- curriculum enrichment activities;
- trips, visits and extra-curricular activities;
- special projects and other events, which enrich young people's experiences.

## **Aims**

We aim for our children to:

- Develop a set of personal values and attitudes for distinguishing between right and wrong;
- Develop their self-esteem and emotional well-being;
- To form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- Make informed choices and decisions;
- Take responsibility for their own actions;
- Develop skills and knowledge to understand personal health and growth;
- Develop positive attitudes towards health;
- Become responsible and caring citizens which will help to prepare them for adult life
- Develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- Pass on enduring values, develop pupils' integrity and autonomy;
- Appreciate equal opportunities and challenge discrimination and stereotyping;
- Respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- Deal effectively and efficiently with a range of financial decisions in their present and adult life;
- Contribute towards the school's welcoming and health-promoting environment.

## **Teaching and Learning**

A range of teaching styles is necessary to cover the many personal, social, health & citizenship issues that arise at this stage of the children's development allowing them to confidently explore new experiences. At this stage these experiences are best presented in the context of the classroom teaching and the everyday life of the school. Much of the work will be covered through planning and delivery and everyday occurrences can be used to raise and discuss social and moral issues.

As detailed in the 'Oxley Park Academy Policy for Learning and Teaching', teaching will be differentiated to meet individual need. The PSHCE programme will be delivered in a variety of ways:

- Through themed assemblies
- Through timetabled SEAL lessons
- Incorporated into lesson planning
- As separately timetabled sessions, e.g. visits by the community police, dental service, school nurse
- By means of class "circle" time and/or group discussion
- By role-play and educational games
- Imaginative writing
- Use of DVD and ICT
- Class, group and individual work
- Research
- Outside visits
- Curriculum enrichment OSHL
- Reflection time & mental health strategies

### **Equal Opportunities and Inclusion**

At Oxley Park Academy we are committed to equality of opportunity and inclusion as detailed in the school policy. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible including pupils whose attainments fall significantly below the expected levels and also those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers should be aware that pupils bring to school different experiences, interests and strengths which will influence the way they learn.

### **Role of the Subject Leader**

**The role of the Subject Leader is to:**

- Purchase, organize and maintain teaching resources
- Manage a delegated budget and keep spending within it
- Encourage and assist in training
- Provide guidance and support in implementing schemes of work
- Co-ordinate recording and presentation throughout the school after consultation with colleagues
- Advise the Senior Leadership Team of action required (eg resources, standards, etc)
- Encourage ways of involving parents in their child's learning
- Provide support for all who teach History and so improve the quality and continuity of History teaching and learning throughout the school.

- Monitor planning to ensure teaching and learning is appropriately differentiated and achieves expected progression.

### **Health and Safety**

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy.

**Review date: Summer 2014**

**Next review date: Summer 2016**