

## ROACH VALE PRIMARY SCHOOL

### POLICY FOR PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION

#### **Personal and Social Development**

Personal and social development is the sum total of all the experiences, planned and unplanned, received by children in the course of their time in school. It promotes their spiritual, moral, social, cultural, mental and physical development, and thus affects the well being of both the individual and ultimately the wider community.

#### **PSHCE**

All elements of PSHCE are planned elements of the curriculum that help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

In undertaking PSHCE, children learn to recognize their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions that affect their lives, as well as their rights and duties as individuals and members of society.

PSHCE covers the following areas:

- Developing confidence and responsibility and making the most of the children's abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

#### **PSHCE and the school ethos.**

At Roach Vale, each child is special and all are valued equally. We aim to develop mutual respect and consideration for others with each child accepting responsibility for their own action and displaying self-discipline and self-control.

PSHCE is not separate from other aspects of the school; it is integral with a whole school approach that has one underlying aim:

“to be a place of excellence which provides a rich and caring learning environment for all within the school community.”

There needs to be explicit teaching around values, but it has been said that values are essentially caught rather than taught. It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

#### **The children's involvement in the school's decision-making procedures**

Children at Roach Vale are not simply being prepared to become citizens of the future; they are already citizens of the present both in the school and in their community. As such they need to be involved in decision-making processes.

Our School Council meets once a month and two representatives are elected from each class to serve for one year on Council. It is the responsibility of the reps. to bring the views and suggestions of their class to Council, and to report back any

responses or decisions taken. Circle Time and Class Councils are part of the structure used to feed in suggestions and to report back.

As children get older they are encouraged to make choices and decisions about their work, its presentation and its direction. Due to curriculum constraints this cannot happen across all subjects, but we allow as much freedom to choose and make decisions as possible.

The school also has an Eco-Council which makes decisions about ensuring that the school follows an environmentally friendly path.

### **The purpose of PSHCE**

All maintained schools must provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, social development of children, and that prepares them for the opportunities, responsibilities and experiences of adult life.

Planned PSHCE opportunities help to ensure that such a curriculum is provided.

They also help towards maintaining the whole school ethos (see above)

Teaching PSHCE helps to meet

- The expectations of the school curriculum in relation to promoting children's self-esteem and emotional well-being, helping them to be responsible and caring citizens and contributing to their sense of identity in local, national and international dimensions.
- The development of the children's physical skills and encouragement to pursue a healthy and safe lifestyle.
- The expectations of school policies on:
  - Sex and relationship education
  - Drug education
  - Behaviour (including anti-bullying strategies)
- The requirements of the National Curriculum in respect of
  - Key skills
  - Thinking skills
  - Financial capability
  - Enterprise education
  - Sustainable development education
- The expectation of the National Healthy Schools Standard.

### **Principles applied in teaching PSHCE**

#### **1. Inclusion and Equal Opportunities**

Learning must be relevant to each individual child and therefore, the starting point for PSHE and citizenship must be the knowledge, understanding, ideas, views, perceptions, values, attitudes, concerns etc. of each individual child.

However, PSHCE goes further by requiring children to think about appreciating similarities and valuing differences between people and cultures. Issues such as bullying, racism and sexism should also be tackled.

**2. Curricular balance**-a rigorously planned curriculum that ensures breadth, depth, relevance and progression for each individual

3. differentiation - the curriculum offers challenge, learning experiences and support matched to individual needs.

### **Teaching PSHE and citizenship**

PSHE and citizenship will be provided through a combination of:

- discrete curriculum time
- teaching through other subject areas i.e. cross-curricular
- PSHE and citizenship activities and school events i.e. enrichment

#### 1. Discrete curriculum time

A separate planned curriculum time will be allocated and this will include planned provision for activities such as circle time, classroom councils and co-operative games. Information on the scheme of work and on monitoring and evaluation will be available. Such provision will require half an hour a week.

#### 2. Cross-curricular links

Provision for some aspects will be made through other subjects e.g.

R.E.: religious and moral beliefs, values and practices that influence personal and social issues, and relationships.

English: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate PSHE and Citizenship; the media.

Science; drugs, (including medicines) sex, health, safety, the environment.

Maths ;aspects of financial capability, counting and sharing, data handling.

Geography; topical issues concerning environment, sustainable development and land use, study of places on different scales includes economically less developed countries.

History; importance of evidence, reasons for and changes in historical events, significant people, ideas, events and experiences of people from the past.

Design technology, I.C.T. Art and Design, Music and P.E. will also play a part in the provision.

#### 3. Enrichment and a whole range of activities and school events

This will include Assemblies, visitors to the school who give talks or demonstrations, day visits in the locality, year 6 field trip, after-school clubs, sports fixtures against other schools, participation in Parents' Association and other local events e.g. Music festival, Jubilee Pageant, supporting charities.

### **Teaching and Learning methods**

- Teaching should start from children's current knowledge.
- Wherever possible, use should be made of actual situations and current issues as contexts for learning.
- Children should engage in real issues through participation in community projects and mini-enterprises.
- There should be a high degree of active participation by the children
- Games such as co-operative games, circle-time games and parachute games should be used regularly
- Drama, simulation and role-play should be used, where appropriate

- Skills of enquiry, research, discussion, debate and thinking should be developed.
- There should be a balance of visual, auditory and kinesthetic approaches to teaching.
- Lessons should be interspersed with “brain gym” activities in order to integrate mental and physical processes.
- Background music may also be appropriate.
- Children should have opportunities for working individually and collaboratively in pairs or groups.
- Whole school involvement in democratic forums such as class and school councils should take place.
- Circle time should be an important vehicle for providing the above.

### **Skills to be developed**

1. Emotional literacy-the ability to recognize, understand, deal with and express emotions appropriately.

2. Key skills-the following key skills will be developed through teaching PSHE and citizenship:

- Communication
- Application of number
- ICT
- Working with others
- Improving own learning and performance
- Problem solving

3. Thinking skills (as identified in the National Curriculum)

- Information-processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

These skills are essentially concerned with enabling children to learn how to learn.

### **The provision for PSHE and Citizenship in the school plan**

The scheme of work for PSHE and citizenship will provide a developmental programme that both consolidates and furthers existing knowledge, skills and understanding by presenting appropriate new challenges. Further details will be found with the scheme of work.

### **Sensitive and Controversial Issues**

Teachers should be aware of potentially sensitive issues and should ensure that a balance is maintained with due regard given to opposing views.

### **Confidentiality**

Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others.

### **Assessment, Recording and Reporting**

Children will be assessed at the end of each year against the National Curriculum level descriptors for PSHCE. Teachers report to parents on progress in PSHCE in the annual report

**Monitoring and Evaluation**

It will be necessary to monitor and evaluate the planned programme in order to ensure that it is being effectively implemented and that the intended learning is taking place. The curriculum team for physical health and well-being, class teachers and senior management each have a role in this.