

Hornsea Burton and Skipsea Primary Schools Personal, Social, Health and Citizenship Education Policy

The schools enjoy a friendly and welcoming environment where everyone is valued and respected. We aim, through our school curriculum, to promote the development of the whole child academically, socially, spiritually, mentally, physically, culturally and morally and we look for high standards in everything we do. We aim to achieve this through co-operation, team spirit, care and concern for all in the school community and beyond. We want to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

At Hornsea Burton Primary and Skipsea Primary Schools we aim to provide our children with Personal, Social, Health and Citizenship Education in line with National Curriculum guidelines for Key Stages 1 & 2 and the Personal, Social and Emotional Development guidelines from the Foundation Stage of Learning.

Purposes

We believe that PSHCE should be taught within a framework which models and encourages the following values;

- Respect for ourselves and others
- Honesty
- Self-awareness
- An understanding of the rights of ourselves and others
- A sense of responsibility
- An acknowledgement and understanding of diversity regarding religion and culture.

PSHCE should prepare our children for their future lives.

Guidelines

Pupils in our school learn about themselves as developing individuals and as a member of the various communities to which they belong. We aim to help children learn from, and build upon, their own experiences. They learn the basic rules for keeping themselves healthy and safe and for behaving well. We provide our children with the opportunities they need to show their developing sense of responsibility for themselves, their environment and the people around them.

We aim to aid the development of social skills such as sharing, taking turns, playing, helping others and anti-bullying strategies.

We encourage our children to;

- take an active part in the life of our school and it's neighbourhood.
- take part in a wide range of curricular and extra-curricular activities
- contribute to the decision making processes through school councils

Skills and attitudes

The skills and attitudes we aim to develop in our children are:

- 1) To foster self confidence and self esteem.
- 2) To reflect on their experiences and begin to understand their own personal and social development.
- 3) To develop respect and a responsible, caring attitude towards our environment.
- 4) To learn to understand and respect our common humanity, differences and diversity.
- 5) To understand their responsibilities, rights and duties as individuals and members of the school and local communities.
- 6) To prepare them to play an active role as citizens through finding out about the main political and social institutions which affect their lives.
- 7) To behave responsibly, make the most of their own abilities and become increasingly responsible for their own learning.
- 8) To develop good relationships and respect for other people.
- 9) To develop a healthy, safe lifestyle.
- 10) To work well with others.

TEACHING AND LEARNING

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 assembly or open evening, 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, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHCE is taught through;

- discrete lessons
 - circle time
 - cross curricular activities eg when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths.
 - whole school assemblies
 - "Healthy Schools" activities
- ... and as part of the ethos of our school.

Topics covered include;

healthy eating, hygiene, sex and relationships education (SRE), bullying, feelings, sun safety, road safety, personal safety, internet safety, water safety, Drugs, alcohol and tobacco (DAAT), exercise, animals, multicultural diversity, emergency action and economic awareness.

Sex and Relationship Education and Drug Education

Detail of these two areas can be found in separate policy documents.

At present, sex and relationship education is taught with regard to the statutory requirements of the Science Programme of Study and non-statutory guidance for PSHE in the National Curriculum Document.

Drug education closely follows QCA and DfES guidance.

PLANNING

PSHCE is planned at Long term, Medium term and Short term using the a variety of resources including: scheme written by SEAL, QCA documentation for Science and also using Telling Tales by Smart Learning. Teachers refer to the PSHE and citizenship non statutory guidelines.

Foundation Stage

In our foundation stage of learning, PSHCE is taught as part of personal and social development and knowledge and understanding of the world, as detailed in the foundation stage curriculum and Development Matters.

RESOURCES

The main resources used and adapted by all the classes is SEAL and 'Telling Tales' by Smart Learning.

From time to time, the help of a medical practitioner, LA Professional or health professional such as the school nurse may be sought by staff to help with classroom delivery.

SEAL

'SEAL' refers to the Social and Emotional Aspects of Learning. This includes resources designed to be delivered in the classroom as well as assemblies, family learning and strategies that can be used in the playground. Of particular note, is the restorative practice principles that SEAL uses to guide children's relationships with each other, especially when they have fallen out. SEAL is best used as a whole school focus although we have tailored this and included other aspects of PSHCE including 'Telling Tales' resources in order to provide a bespoke curriculum for our children's needs.

INCLUSION

All pupils must be given equal opportunities, regardless of ability, gender, ethnic origin and religion. In drug education the aim must be to foster an ethos of equality and tolerance for the beliefs and behaviour of others. Where pupils are at risk of being excluded in topics for discussion, the teacher must do all in his/her power by making reasonable levels of adjustment to allow access to the work.

GROUND RULES FOR DISCUSSION

Teachers establish ground rules with the class to cover such issues as etiquette for circle time, behaviour towards other's contributions, valuing other's opinions and listening to other's opinions politely.

ASSESSMENT

There is no attainment target for PSHE but end of key stage statements have been developed to help teachers assess progress. The current national curriculum specifies the following under the heading of 'citizenship'. The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, volunteering that they will take with them into adulthood
- are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

In order to provide a more detailed attainment system, we have chosen to use the previous attainment statements (pre-2014 curriculum – see below), which encompass a wider personal curriculum. We have tailored our curriculum to the needs of our children with a direct focus on personal values from the Chris Quigley Essential Curriculum at Hornsea Burton and giving opportunities to Skipsea Primary School children to broaden their experience of the wider community including exposure to other faiths, communities and experiences beyond their normal home life.

We have also included the new expectations for 'British Values' in our curriculum (see British Values policy).

End of key stage statements

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

Key stage 1

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their

views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key stage 2

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.

They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Assessment is recorded using the end of term assessment sheet for each pupil that will show what the child has covered that term and teacher assessment of what level they are

working within. Samples of work will be collected in by the PSHCE Coordinator as part of the school's ongoing self review process.

REPORTING PROGRESS

Children's progress is reported to parents through comments made on the end of year report, and in the foundation stage, through the foundation stage profile. Parents are also kept informed through being invited to attend three parents' evenings each academic year. The school operates an "open door" policy encouraging regular contact between teachers and parents.

ROLE AND RESPONSIBILITIES

The Head will

- Set high expectations and monitor teaching and progress
- Determine ways in which PSHCE can support, enrich and extend the curriculum
- Ensure a whole school approach, keeping parents, governors and support staff well informed
- Regularly review the PSHCE action plan
- Support the PSHCE coordinator and other teachers

The Governors will

- Be well informed through the leadership of the Head teacher and the PSHCE coordinator
- Support the staff in implementing the school's policy for PSHCE
- Monitor and review progress on the PSHCE action plan

The PSHCE coordinator will

- Support colleagues in planning, teaching and assessment
- Provide expertise and advice on the use of resources
- Will act as a point of contact between the school and appropriate outside visitors
- Work alongside the Head teacher to monitor and evaluate teaching and progress
- Coordinate the evaluation and review of the school's PSHCE policy
- Manage the provision and deployment of resources

Teachers will

- Use the use the agreed medium term plans including the SEAL, Chris Quigley Essentials, and Telling Tales resources to aid short term planning
- Share clear learning objectives with the children
- Use a range of teaching styles
- Plan activities that allow for different levels of achievement by pupils
- Use the learning outcomes at the end of each unit as an aid to record and monitor pupil progress and complete end of term assessment sheets for each child showing what they have covered and teacher assessment level.

Support Staff will

- Be included in staff training for PSHCE where appropriate

- Have a clear understanding of the PSHCE skills to be developed
- Share the learning objectives for the lesson and know the key vocabulary to be developed

Parents will

- Be encouraged to develop positive attitudes to PSHCE
- Be given opportunities to view pupils work
- Be informed of their child's progress through annual reports

MONITORING AND REVIEW

This policy is closely related to and should be used in conjunction with the following school policies:

Sex and Relationships Education (SRE) Policy
Drugs Education Policy
Confidentiality Policy
Behaviour Policy
Physical Activity Policy
Non Smoking Policy
Accessibility
Anti -bullying Policy
Equality Scheme
British Values Policy

This policy is currently being reviewed with staff across both schools and will be presented for adoption by the new GB Autumn 2016.

This policy will be reviewed in line with the School Development Plan (SDP) at regular intervals and to meet new government initiatives and changes in local policies when necessary.