



Thirsk Community Primary School  
**Policy for Personal, Social & Health Education And Citizenship**

**Context:**

*“The curriculum for a maintained school (must be) a balanced and broadly based curriculum which;*  
a) *Promotes the spiritual, moral, cultural and physical development of pupils at the school and of society*  
b) *Prepares such pupils for the opportunities, responsibilities and experiences of adult life.”*  
1988 Education Act

**Rationale for teaching PSHEC:**

*“Personal, social and health education and citizenship help to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.”*

*(DFEE Framework for PSHEC at Key Stages 1 & 2)*

**Aims:**

We at Thirsk Community Primary School aim to work with parents and the local community to:

- Promote children’s political literacy through a greater understanding of the nature of their rights and responsibilities in everyday life
- Promote children’s understanding of the basis on which people influence and affect others and of social and moral responsibility
- Promote children’s understanding that there is a balance between individual freedom and the constraints necessary for individual living
- To encourage children to explain ways in which people organise, manage and control their relationships
- To encourage children to explore and respect the way in which people are different
- To encourage children to explore what constitutes a community and how communities are organised
- To teach children how the welfare of individuals and societies are maintained
- To equip children with the necessary skills and attitudes to make informed decisions when faced with particular choices
- To promote physical and emotional health

**Broad Outline of the Programme:**

❖ Four strands taken from the QCA PSHE and Citizenship non-statutory guidelines will form the framework for the programme, which will be developed using the ‘Passport’ document published by the Calouste Gulbenkian Foundation. The four strands are:

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

- ❖ Whole school provision will combine
  - \* Teaching within and through other subjects
  - \* Discrete provision with separate curriculum time
  - \* PSHEC events
  - \* Wider curriculum activities

- ❖ An average of 30 minutes each week will be allocated to the teaching of PSHEC.

### **Teaching and Learning:**

PSHEC has a spiral curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. It will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience.

Pupils will be taught knowledge, skills and understanding through opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Participate in discussions
- Make real choices and decisions
- Meet and talk with people
- Develop relationships through work and play
- Consider social and moral dilemmas they come across in every day life
- Ask for help and find information and advice
- Prepare for change

### **Learning Across the Curriculum:**

PSHEC encompasses all aspects of the spiritual, moral, social and cultural development of children and therefore the programme for PSHEC will develop:

- Interpersonal skills
- Thinking skills
- Self knowledge
- Key skills
- Religious education
- Cultural diversity
- Health awareness
- Citizenship
- Environmental awareness

PSHEC has a valuable contribution to make to the development of Key Skills especially:

- Communication
- Working with others
- Information technology
- Problem solving
- Improving own learning and performance

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

Thirsk Community Primary School is determined to make the curriculum as relevant to the children's needs as possible. To this end assessments will be made through observation of children and their work and by talking to and discussion between pupils. Certificates are regularly awarded to pupils to celebrate achievements and personal milestones.

A statement as to the personal and social development of each pupil will be made in the end of year report to parents.

## **Teaching Resources & Helping Agencies:**

There is a wide range of resources in school. These are mainly stored in the staffroom. The school makes particular use of the following resources:

- Health for Life
- Passport: Calouste Gulbenkian foundation

The staff in school makes use of the following agencies and individuals as supporters of teachers to deliver the P.S.H.E.C. programme:

- School Nurse
- Community Police Officer
- Road Safety Officers
- Fire Officers
- Church Leaders
- County Councillors
- Elections Officer
- Multi- Cultural Agencies
- Drug Agencies

## **Parents and the Local Community:**

At Thirsk Community Primary School we aim for P.S.H.E.C. to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and is a vital part of the whole school approach. It features in the School Prospectus, Home-School Agreement and Parents' Evenings. Parents are encouraged to become involved in the life of the school and are kept fully informed of the school's policy for sex and relationships education and drug education.

## **Equality of Opportunity:**

P.S.H.E.C. includes the study of culture, ethnic diversities, physical differences and different life experiences. Through such study children can acquire an understanding of and respect for other people and their values.

Pupils should learn that the questioning of assumptions, the rebuttal of stereotyping and an openness to change are valuable experiences.

The nature of the P.S.H.E.C. curriculum and the quality of the teaching employed will allow children to work on the same content at different rates and levels.

## **Monitoring and Review:**

The member of staff with responsibility for P.S.H.E.C. provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for P.S.H.E.C. across the school.

S/he will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in P.S.H.E.C.

This policy was written with the support of staff and governors of the school and will be reviewed on annual basis. The personnel of the Governing Body's Curriculum Committee have agreed it.

## **Policies linked to PSHEC:**

- Sex and Relationships
- Inclusion
- Special Educational Needs
- Equal Opportunities and Race Equality
- Religious Education
- Science
- ICT
- PE
- Drugs
- School Council
- Circle Time
- Healthy School scheme
- Collective Worship

## **Staff Development**

All staff contribute to the PSHEC programme. It is vital that we are all aware of the need to:

- Understand our role in raising levels of self-awareness and self-esteem
- Know how to enable pupils to take more responsibility for their behaviour and learning
- Know how to act as facilitator
- Understand the importance of reflection and review to the learning process

To this end training and support in the delivery of particular aspects of the PSHEC scheme of work are reviewed and agreed. From time to time we will be engaged in specialist training from outside agencies to increase confidence, knowledge and skills.

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