



Through wisdom, compassion and endurance, we endeavour to make the best decisions possible for our children

PSHE POLICY

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Personal, Social, Health and Citizen Education Policy

P.S.H.E.

PSHE education is an essential part of a broadly based and balanced education. It enables the development of key qualities and attributes which pupils need to thrive as individuals, family members and members of society.

Aims

- To promote our pupils spiritual, moral, social and cultural development
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need to be able to manage their lives both now and in the future.
- To help reduce or remove any barriers to learning and significantly improve pupils capacity to learn and achieve.
- To promote good behaviour
- To enable a good understanding of safety
- To promote healthy lifestyle
- To promote a positive self image
- To promote respect, tolerance, courtesy and understanding of others with different ideas, beliefs and lifestyles to themselves

Organisation

PSHE education is not planned to be taught in complete isolation. Links will be made with other subjects specifically and teaching will also be linked into cross-curricular thematic teaching.

The school follows a plan of education based on Collective Worship themes. Themes are planned to link up to school values, key events, experiences, significant festivals and are then underpinned by weekly key assemblies.

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 the 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.

The school manages a 'School Council' with members from every year group. This enables both members and all pupils to develop citizenship responsibilities. School Council members are re-elected on a yearly basis.

Other responsibilities allocated to pupils include: Sports Leaders, collective Worship monitors, monitors of classroom jobs.

In our Reception, pupils access PSHE/Citizenship through play based experiences linked to the Foundation Stage Curriculum. These experiences provide the children with the skills, knowledge and independence to prepare them for Key Stage One.

In Key Stage One and Two, aspects of PSHCE may be taught as discrete lessons, but most often will be taught as part of cross-curricular teaching so making links with other subject areas. These themes are revisited annually. Each theme is designed for a whole-school approach and includes an overview. This allows flexibility to address national and local issues that may arise.

Teaching and Learning

A variety of teaching and learning strategies are used to deliver PSHE/Citizenship which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective PSHE/Citizenship lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and other enabling adults to allow pupils to share often sensitive issues
- Collaborative work
- Circle time activities
- Role play
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and first-hand learning to achieve positive ends

Assessment

Regular assessments of pupils' progress will be recorded to the Development matters statements for EYFS and the key learning indicators for PSHE in the New National Curriculum Progress will be gauged through:

- Discussions
- Observations of role play
- Observations of interaction with others and behaviour
- Drawings and writing
- Children will be encouraged to discuss their progress and reflect upon their learning.

LOTC

Wherever possible, the staff incorporate learning outside the classroom into their daily curriculum. Across all classes the staff are supported and encouraged to take learning beyond the four internal walls. (See LOTC Policy)

Equal Opportunities

All the PSHE/Citizenship we work on reflects the various groups in society. We seek to celebrate all cultures in school and recognise that the world and its people are one of the same.

Special Educational Needs

Pupils' knowledge, understanding and skills will differ within classes so whilst the same objectives are covered the teaching and learning is differentiated to the needs of individual children. Pupils who have a significant need may have individual targets set by the class teacher and the SENDCo. These pupils benefit from extra input from one to one work, or small group intervention activities. Gifted and talented pupils are given opportunities to challenge themselves through enrichment and extension tasks. These pupils are encouraged to stimulate discussions and support other pupils.

Please also refer to:

Child Protection Policy

Behaviour Policy

Sex and Relationships Education Policy

Spiritual, Moral, Social and Cultural Policy

Science Policy

R.E Policy