



## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE) POLICY**

### **INTRODUCTION**

Personal, Social, Health and Citizenship Education (PSHCE) for KS 1 & 2 comprises all aspects of the school's planned provision to promote our children's personal and social development, including health and wellbeing. Citizenship encourages the development of social and moral responsibility, community involvement and some of the basic aspects of political literacy.

PSHCE also incorporates Economic Education and Citizenship in Years 7 & 8. The statutory element of Citizenship comprises democracy and justice, rights and responsibilities, identities and diversity.

### **PRINCIPLES**

The National Curriculum framework (2014) states that "All schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice."

PSHCE offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role in contributing to the life of the school and the wider community.

### **AIMS**

The aims of PSHCE are to help the children:

- to develop the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens
- to have an awareness of the British values of Democracy, The rule of law, Individual liberty, Mutual Respect and tolerance of those with different religions and beliefs, and what it means to live in this country today
- to understand, respect and live by the School Values of: Kindness, Courtesy, Honesty, Respect, Perseverance, Independence, Confidence, Leadership, Humility and being Givers not Takers
- to build a resilience to radicalisation and to be able to identify and challenge extremist views
- to recognise their own self-worth, work well with others and become increasingly responsible for their own learning and actions

- to encourage discussion and debate whilst ensuring that teachers' personal opinions do not lead to a biased viewpoint. When discussing personal, political or religious beliefs teachers should remain impartial.
- develop strategies to support good mental health and a sense of wellbeing
- reflect on their own experiences and understand how they are developing personally and socially
- understand and respect our common humanity, diversity and differences
- form effective and fulfilling relationships
- be aware of acceptable and unacceptable actions in relationship to themselves and others
- become independent and responsible members of the school and wider community
- become positive and active members of a democratic society
- tackle many of the spiritual, moral, social and cultural issues that are all part of growing up
- enjoy learning the subject

## **PROCEDURES**

### **Early Years**

PSHCE is taught in Reception classes as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years framework we relate the PSHCE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

### **Whole School**

The Curriculum provision for PSHCE adopts a whole school approach and is based around three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

Opportunities to cover the Programme of Study include:

- discrete curriculum time- 1 PSHCE lesson per week
- RSE and drugs education programmes
- teaching PSHCE through and in other subjects/curriculum areas
- PSHCE activities and school events
- Code of Conduct
- Circle time
- School Council
- ABC
- SMSC
- Sustainability teams to promote green issues
- Assemblies and church services
- Charity work
- Trips and outings
- Links with the local community, external agencies and a range of visitors

A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life. The provision for PSHCE will therefore play a central part in the cycle of whole school curriculum planning and development.

In addition to the above approach each individual school may adopt some particular elements to support PSHCE. These may include:

- Inspiring Living programme
- Learning for Life programme
- Footprints – a programme aimed at developing a shared language for growing children
- DotB – a course to develop Mindfulness in older pupils
- Woodland Adventure and Young Explorers – programmes of outdoor learning sessions

## ASSESSMENT

In PSHCE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes assist the assessment process.

## REFERENCES

This policy has been informed by:

DfE advice 'Keeping children safe in education' (September 2018)

DfE advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)

DfE Non-statutory National Curriculum guidance KS1 & 2 (2014)

DfE 'Statutory Framework for the Early Years' (Sept 2014)

PSHCE 'Association Guidance on developing PSHCE Curriculum' (2014)

DfE advice 'Improving the spiritual, moral, social and cultural development of pupils (Nov 2013)

The National Curriculum Programme of Study for Citizenship KS3, QCA (2007)

**See also:** [Anti-bullying Policy](#), [Behaviour Policy](#), [Drugs Policy](#), [Equal Opportunities Policy](#), [Health & Safety Policy](#), [Inclusion Policy](#), [Race Equality Policy](#), [Safeguarding and Child Protection Policy](#), [SEND Policy](#), [RSE Policy](#), [Wellbeing Policy](#)

This policy will be reviewed annually			
Latest Review: April 2019	By:	Joanna Copland, Vice Principal,	Minor changes
Next Review: April 2020	By:	Joanna Copland, Vice Principal, PSHCE Leaders	