



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

We aim to be a sustainable school and provide an education about sustainable development that allows children to develop the required knowledge values and skills. We encourage the children to participate in decisions about the way we do things, both locally and globally, in order to improve the quality of life now, without damaging the planet for the future.

We aim for all pupils to be taught:

- *to care for oneself*
- *to care for each other (across cultures, distance and time)*
- *care for the environment both near and far*

Opportunities for teaching and learning about Sustainable Development are clearly identified and mapped out across all areas of the curriculum and are intrinsic in the values of our campus and community.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

1. General Statement

Personal, social and health education and citizenship (PSHCE) help to give pupils the knowledge, skills and understanding they need to lead 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 and about their responsibilities, rights and duties 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.

Areas of the curriculum to be taught will include:

- Sex and Relationships Education
- Drugs Education
- Family Life Education
- Safety
- Health Education
- Environmental Aspects of Health Education
- Psychological Aspects of Health Education
- Food Nutrition
- Personal Hygiene and Citizenship

2. Aims

For the child to behave in a socially and morally acceptable way ***both within and beyond the school community.***

For the child to be considerate to others and their surroundings.

For the child to be able to make informed decisions about:

- (a) themselves (sex, health and safety)
- (b) others (multicultural, gender)
- (c) the community of which they are a part (family; school; club; village; ***as global citizens*** etc.)

3.

Expectations at Key Stage I

During Key Stage I pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Expectations at Key Stage II

During Key Stage II pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying *or any forms of prejudice*.

Contents for PSHE and Citizenship at Key Stage I and Key Stage II

The content of PSHE and Citizenship at Key Stage I and Key Stage II will include four inter-related sections:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people

5. Planning

A variety of forms of provision should be considered and used in combination at different times. There are different forms of curriculum provision for PSHE and Citizenship:

A. Teaching PSHE and Citizenship through curriculum areas

- **English:** skills in enquiry and communication; stories that illustrate aspects of personal and social development
- **Mathematics:** aspects of financial capability; counting and sharing
- **Science:** drugs (including medicines); sex and relationships education; health; safety and the environment
- **Design and Technology:** health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology
- **ICT:** communicating with others via e-mail; finding information on the internet and checking its relevance

- **History:** use of sources; reasons for and results of historical events; situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past
- **Geography:** topical issues concerning environment, sustainable development, land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries;
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- **Music:** making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- **Physical Education:** teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports;
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- **Collective Worship:** Collective worship provides a daily opportunity to enhance pupils' spiritual, moral, social and cultural development. It can identify, promote and celebrate the school's values.

B: When appropriate, teaching PSHE and Citizenship through the Healthy School Standards developing friendships and mutual respect in accordance to our schools CAREs code using R time, circle time and buddy time.

C: Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

A combination of these is needed in a whole school approach.

6. Teaching and Learning

A range of teaching strategies are needed to provide the breadth of effective learning opportunities in the Framework for all pupils. These include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. Organisation and management in the classroom should allow the teacher the opportunity to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed.

PSHE and Citizenship provide many different opportunities for visitors to come into schools. The expertise and skills offered by visitors should complement those of the teacher and provide added value to the school's work.

7. ICT (cross reference ICT and Internet Policy)

Wherever possible ICT will be used to enrich teaching and learning in PSHCE,, particularly in relation to e-safety and cyber bullying

8. Assessment, Recording and Reporting

In PSHE and Citizenship 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;
- the school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification with reference to **Section 5 of the Inclusion Policy.**

9. Marking

Work should be marked as per the requirements of the school's Marking Policy, with the understanding that the nature of this subject requires emphasis on discussion and practical tasks.

10. Homework (**cross reference Homework Policy**)

Homework may be set in accordance with our Homework Policy in order to extend and enrich the children's experience of PSHE + Citizenship.

Resources

The LSE (Library Services) will be subscribed to.

Teacher planning identifies a variety of resources enabling effective teaching and learning opportunities for all children including those with disabilities in line with **Section 4 of the Inclusion Policy.**

10. Governors

The named governor, will be actively involved in the monitoring of PSHE and Citizenship and will adhere to the school's Monitoring and Evaluation Policy.

11. Role of the Co-ordinator

- i) to monitor and review the policy
- ii) to support the planning of PSHE *and* Citizenship
- iii) to promote good teaching practice
- iv) to use outside agencies to promote the PSHE and Citizenship curriculum
- v) to order, organise and replace necessary resources within the constraints of the school budget
- vi) to undertake responsibility for PSHE and Citizenship and co-ordinate development, organisation and implementation throughout the school
- vii) to lead appropriate INSET activities
- viii) to provide individual support for staff
- ix) to provide displays with a PSHE and Citizenship theme

12. Equal Opportunities

At St Bartholomew's we ensure that all children have the opportunity to extend their knowledge, understanding and skill regardless of gender, race, class, physical or intellectual ability.

- girls' and boys' work is equally valued
- access is provided to all activities; support is provided for those children experiencing difficulties; extended activities may be provided for those who are more able
- we recognise the different levels of experience and language of the children arriving at the school and provide them with appropriate experiences and means of expression

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children we use the objectives from programmes of study from earlier key stages.

13. Inclusion (***cross reference inclusion Policy***)

Teaching and learning will be modified appropriately for children with physical disabilities, e.g. specialist equipment will be purchased, if necessary, and affordable (scissors for children with cerebral palsy)

Teachers will ensure that the work for children with disabilities is adapted where children are unable to manipulate tools or equipment or use certain types of materials.

Teachers will use assessment techniques that reflect their individual needs and abilities.

14. Parents

PSHCE provision should complement the personal and social development of children provided at home. Working with parents is therefore a vital part of the whole school approach. Consultation with parents on PSHE and Citizenship can help develop a better understanding between home and school and reinforce key points of learning.

15. Monitoring

A review of the policy will take place every **four** years or when considered necessary in the light of **DFE** information or legislation. The Policy will be monitored and evaluated following the guidelines in the Monitoring and Evaluation Policy.