



Dringhouses Primary School

Personal, Social, Health & Citizenship Education (PSHCE) Policy

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE) POLICY

Rationale

At Dringhouses Primary School we are preparing pupils for a fulfilled life as adults in Modern Britain. We begin preparing pupils to ensure that they will be able to take a responsible role in a diverse society by maximising their potential in ways appropriate to their age and maturity. We encourage pupils to become self-aware, recognise and manage their feelings and emotions, express their needs and views and take increasing responsibility as citizens of both the school and global community. We value each pupil as an individual by encouraging celebration of difference. We embrace equality by providing access to education about people who have different lifestyles, cultures and beliefs both in this country and around the world. PSHCE will be provided for all pupils in accordance with our Equality and Diversity policy. "If the curriculum is a stick of rock, then PSHCE is the writing through the middle," and as such, the values expressed in this policy underpin work in all subject areas.

Aims

- To foster and support the development of the following personal qualities in every pupil:
 - Self-awareness
 - Independence of mind
 - The Development of self-esteem/self-worth through affirmation, self-reliance, self-discipline, self-respect
 - Perseverance
 - Responsibility

- To encourage the following social attitudes and skills amongst all our pupils:
 - Acceptance, empathy and consideration for others, including their moral and legal rights, cultural and spiritual needs
 - Respect for differences amongst people
 - The ability to form effective and fulfilling relationships
 - Appropriate ways to deal with conflict
 - To be able to operate safely in our 'technological' world that includes social networking sites and e-safety

- To teach the following health-related issues for each pupil:
 - Knowledge about health and well-being
 - Developing skills to make healthy choices in conjunction with work covered in science, PE, sex and relationships education* and drug education*
 - Helping pupils keep themselves and each other safe

- To take on increased responsibility in their role as global citizens, as appropriate to the age and maturity of the individual, including having an understanding of the UNICEF convention on the rights of the child

Practice

PSHCE is taught throughout the school from Reception (PSED) to Year 6 in both discrete lessons and within other subjects. The scheme of work, derived from guidance from the PSHE Association, UNICEF convention on the rights of the child and a range of circle time activities, gives opportunities to fulfil the national curriculum guidelines for PSHCE throughout the school day.

In addition to this, Dringhouses Primary School has developed a system for teaching, supporting and assessing SMSC (spiritual, moral, social and cultural education) and instilling British Values within our pupils. These are taught through the key values we feel we have as a school, as chosen by our school community. Each of these school values links directly to a British Value and is the focus of a half term.

School Values

Autumn 1- Co-operation
Autumn 2- Respect
Spring 1- Independence
Spring 2- Democracy
Summer 1- Inclusion
Summer 2- Community

These are displayed on the 'information station' in every classroom and are the focus of assemblies for that half-term, including one being delivered by a faith leader from the local community. Alongside this, a discrete PSHCE lesson is taught on each value each half term and teachers explicitly praise/model the values throughout the academic year.

* see separate policies for detailed guidelines on the teaching of Sex and Relationships and Drug Education.

A range of teaching styles are used to teach PSHCE:

- Whole class teaching and discussion
- Story time
- Circle time and class games
- Group and paired collaborative work
- Individually focussed activities for independence
- Assembly themes (Delivered by staff and visitors to the school)
- Picture News and the 'Information Stations' in every classroom

Out of class:

- All staff, including MSAs, are aware of making use of incidental opportunities to reinforce PSHCE messages occurring throughout the school day, e.g:
 - friendships
 - anti-bullying (see Behaviour Policy)
 - co-operation
 - cleanliness/tidiness

- personal hygiene
 - responsibility
 - playground behaviour
 - rights and responsibilities
- Out of school visits, residential trips and visitors also provide opportunities for delivering the PSHCE curriculum

Opportunities to celebrate pupils' achievements:

- Work is valued through attractive displays
- Weekly 'special mention' assemblies provide opportunities to celebrate personal and social achievements as well as academic achievement
- Good work is rewarded appropriately to the age of the pupils and includes verbal praise, stickers, visiting other teachers to share good work, certificates, notes or phone calls home, telling parents directly, charts, points, etc
- Good behaviour is rewarded in line with the school's Behaviour Policy

Opportunities for citizenship:

- From Reception to Year 6, pupils have the opportunity to stand for election for the School Council. All pupils in these classes are involved in the democratic process when councillors collect views, feed them back to the council, make decisions and inform the class
- Older pupils are involved in shared reading with younger pupils and sometimes assist sharing other skills such as computing skills
- Year 6 pupils have responsibilities including:
 - setting up for assembly and operating the sound system/laptop
 - counting money/vouchers
 - peer mediation
 - collecting house points
 - monitors
 - Playground leaders
 - Y6/Reception buddy system, including walking to church with reception children
- In all aspects of school life, pupils are encouraged to take responsibility for their own actions and to report injustice.

Resources

A scheme of work has been devised for each Key Stage and covers three core themes, as derived by the PSHCE Association.

These themes are:

Health and Wellbeing
Relationships
Living in the wider world

Each theme is split into objectives, which are then delivered to children throughout the year, as planned individually by their class teacher.

Evaluation and assessment

Teachers assess the pupils' work both informally and measured against the assessment matrix for each year group that includes specific learning objectives, recording this where appropriate on the PSHCE tracking sheet. A pupil's personal and social development is, however, individual and ongoing and the teachers' professional judgement is essential, as is collaboration between teachers and other staff in the school who work with an individual.

Assessment opportunities arise through observation, discussion, written work and practical activity (such as role-play) and may be undertaken individually, within a small group or as a whole class session.

Class records of achievements and classroom rules are also used as assessment against SMSC education.

Assessment criteria for personal and social development:

- Self-knowledge and self-esteem
- Self-confidence
- Social competence
 - collaboration
 - cooperation
 - leadership
 - negotiation skills
 - ability to inspire others, etc.
- Independence of thought
- Ability to communicate and share
- Attitudes towards others / friendships
- Ability to make informed choices about health/moral issues
- Maturity relative to age
- Ability to take initiative and responsibility
- Attitudes to work, achievements and values

Reporting to parents

An attainment grade and effort score for PHSCE is recorded for each child in the annual end of year report to parents. If appropriate, a comment about some aspect of the child's work in PHSCE may also be made.

Date Policy Reviewed 14 January 2019

Signed: _____
Chair of S&E Committee

Next Review Due: Spring 2022