



Simonside Primary School



Personal, Social, Health, Citizen Education Policy

PSHCE

Rationale

Personal, social, health and citizen education is a wide ranging subject encompassing areas including personal hygiene, sex education, personal and social relationships and issues of moral and ethical values. It also encompasses issues of modern society including smoking, drugs and alcohol, community and world health and perhaps most important of all it encourages pupils to make decisions and develop positive attitudes so that they can become healthy, happy and stable adults.

PSHE within our school encompasses the core principles of the UNCRC:

Non-discrimination, or universality (article 2) – the rights guaranteed by the UNRC are afforded to all children without exception

Best interests of the child (article 3) – this principle requires governments or other stakeholders to review all their actions for the impact on children

Right to life, survival and development (article 6) – the rights of the child to the enjoyment of the highest attainable standard of health, to health services and to an adequate standard of living

Respect for the views of the child (article 12) – a child's right to have their views heard and respected in matters concerning them – according to their age and maturity. Article 12 places an obligation on government to ensure that children's views are sought and considered

At Simonside Community Primary School we believe it is essential for Personal, Social and Health Education and Citizenship to be taught to our pupils in order for them to develop into healthy, responsible, confident adults. We strongly believe that children not only need to acquire academic knowledge and skills but also to develop their unique identity as an individual, and as one of a corporate group. We want to see our children equipped with understanding and respect for all people, and with the necessary skills to deal with challenging situations and issues now and in their later lives. We believe that developing children's self esteem is crucial to a child's overall development and therefore we are committed to helping our children gain and maintain a positive view of themselves, teaching them to recognise their own achievements and strengths, and to deal with failure in a positive way. We aim to provide a learning environment which is safe and secure and where all individuals feel confident in themselves and their ability as learners. The following aims in this policy are closely linked to the school's discipline and behaviour policy and are also in line with the school's mission statement.

Aims and purposes

PSHCE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages

them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHCE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

At Simonside, we aim to:

- foster effective, fulfilling relationships among children and children and adults;
- provide a broad and balanced curriculum
- increase children's knowledge, skills and understanding of their physical, mental and emotional behaviour
- develop children's confidence, self esteem and commitment to their personal development, which should be demonstrated through their work, attitude and behaviour
- provide wide-ranging opportunities for children to become active citizens, gaining a variety of skills and experiences within the school and wider community
- provide honest information about PSHCE related issues and allow for discussion and exploration of these, in order to develop personal values and assist children in making informed choices
- assist children in recognising their potential for making personal choices to explore good and bad choices and their consequences; both personally and for others
- foster independence in pupils and assist pupils in becoming increasingly responsible for their learning and behaviour
- increase children's knowledge and understanding of the diverse society they live in and to foster respect for those different from themselves
- help children to realise the importance of consideration for others and showing good manners at all times
- increase pupils' knowledge of the main political and social institutions, and their rights and responsibilities as citizens
- continue to develop standards linked to Healthy School Status and involve the children in this process

Time allocation

Due to the cross-curricular approach the subject encompasses it is difficult to expect staff to adhere to a specific time allocation. Staff provide evidence of coverage within their medium and long term plans by identifying POS for the subject and cross curriculum links. The subject coordinator uses this evidence to ensure coverage when moderating planning.

Planning

At Simonside Primary we aim to provide children with a structured progressive programme of Personal, Social, Health and Citizenship Education. These three strands are planned around three core themes within which there is broad overlap and flexibility (PSHE Association programme of study 2017)

- Health and Well-being
- Relationships
- Living in the wider world – Economic wellbeing and being a responsible citizen

Planning for PSHCE in Key stages 1 and 2

Teachers plan the majority of their PSHCE work either through weekly circle time sessions or cross curricular opportunities. The 'SEAL' programme also supplements our scheme and will be used to support teachers with the Health and wellbeing and Relationships core strands. Specific objectives linked to puberty, medicines and drugs and health and hygiene may be taught as a 'one off' discrete lesson and supported by our school nurse.

Aspects of PSHCE, such as sex and relationship education (SRE) and drug education will be taught within a discrete session.

Much of the PSHCE curriculum will be addressed through and in curriculum areas such as Science, Literacy, Numeracy, Geography, History, R.E and P.E. The school has recently decided to re-introduce the SEAL programme from Nursery through to Year 6. These resources make explicit the links to the PSHCE framework and supports the ethos and objectives associated with Rights Respecting School.

Simonside Primary is a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. We know the importance of children knowing their rights to an education, a safe and friendly environment, a voice and play. Within this learning it is vital children learn what their roles and responsibilities are to ensure their own and other people's rights are met. Working in partnership with parents and the community, the school endeavours to provide a well ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self-reliant and to co-operate with others.

The implicit curriculum

There are many opportunities for aspects of the PSHCE curriculum to be covered implicitly through our weekly Key stage and whole school assemblies. Topics including anti bullying, health week, attendance, walk to school week and articles linked to Rights Respecting School.

Within assembly times, children's personal achievements are also recognised. Awards are presented to children on a Friday and these are given out to recognise children's individual achievements. Participation in out of school clubs is encouraged and recognised and school sporting achievements and good sportsmanship' is celebrated. Children's out of school achievements are also acknowledged in school.

Throughout the day, aspects of the PSHCE curriculum are addressed within pupils' daily routines, in the classroom and around the school. Class rules are discussed, agreed upon and re-addressed continually. Children are frequently required to reflect on their work, their attitude and their behaviour. Pupils are actively encouraged to take responsibility for themselves and the needs of others.

Beyond the curriculum

At Simonside, pupils are provided with many opportunities to participate in extra-curricular activities, which enable them to be active citizens, within their school environment and the wider community. The activities offered differ from year to year to accommodate the interests of all our pupils. Pupils who participate in these activities are given opportunities to learn new skills, work as a team, set and work towards personal goals, co-operate with others and have a corporate identity.

Teaching methods and approaches

At Simonside Primary, PSHCE is taught by:

- Delivering skills-based teaching so that children can develop the important skills of communicating, negotiating and making choices, predicting outcomes and exploring consequences, reflecting on their own and other peoples' actions and expressing and identifying emotions, all of which are necessary in order to deal effectively with changing life issues
- Providing and assisting pupils in gathering accurate, honest and up to date information about issues surrounding healthy living; family life, sex and relationships, drugs, safety and health related exercise so that myths and folklore are counteracted. Pupils will also be provided with practical information about where to look for help when in difficulty
- Raising children's self esteem. Teachers will seek to offer a secure environment where pupils are always ensured of support and are confident of positive responses. Through daily interaction and the implementing of activities mentioned below, all children will be made to feel an accepted and valued part of the class and school. Children will receive praise and recognition and will be given the opportunity to be listened to and respected

Teaching strategies

Listed below are some suggested teaching strategies that may be used to teach the PSHCE curriculum.

Circle work is used widely across the school. Teachers may incorporate circle work into any part of their teaching, either by allocating specific time to 'Circle Time', or by incorporating it within a subject area. Children and their teachers sit in a circle to promote the notion of equal responsibility. Participating in circle work enables children to have a sense of belonging to a group and aims to develop trust between its participants. It initiates collective responsibility for positive self esteem and behaviour and establishes a forum where children can identify their own work or behaviour related problems and help one another in solving them, by formulating action plans and offering support to one another.

'Draw and Write' is used widely across the school. Teachers may approach an aspect of the PSHCE curriculum by finding out children's previous knowledge and personal values related to the issue using a activity. 'Draw and Write' allows children to voice their beliefs and values about issues that could otherwise be difficult to verbalise in the public domain. It also gives children the freedom to communicate without thinking about what the 'required answer' may be.

Drama activities allow children to 'step into the shoes' of another person, giving them opportunities to think around issues from another person's viewpoint. It also allows them to freely

voice opinions and beliefs that they would otherwise feel judged by, or think they are not allowed to say. Activities such as 'character building', 'hot seating' and the 'conscience alley' help children to develop skills of choosing, negotiating, exploring and predicting consequences within a safe environment.

Children's literature may be used as stimuli, for discussing many issues such as anxiety, bereavement, death, memories, deception, loneliness, being heard, and growing up.

Books for children may be used higher up the school in order to make use of the 'hidden issues' that many of these books address.

Planning for Personal, Social and Emotional development (PSED) within the Early Years

In the Early Years, teachers use the 'Early Years Foundation Stage' document as the basis for their planning. During the 'Foundation Stage', the teaching of PSED at Simonside begins on the pupil's entry into nursery. PSED is one of the 'Prime Areas' incorporated throughout the Foundation Stage and underpins all the planning, teaching and learning in the Early Years. Children in Nursery and Reception are encouraged to be confident in staying at school and to develop good relationships with other children and adults outside of their family. Teachers promote independence and give children opportunities to do things for themselves, such as managing their clothes, washing their own hands, making choices, selecting and retrieving materials and tidying away. All activities in Nursery and Reception provide opportunities for children to develop their powers of concentration, to work as part of a group; taking turns and sharing fairly, and to try new activities with increasing confidence. All of these things provide the foundations in PSHCE, on which teachers in Key Stage 1 and 2 can build.

Early Learning Goals:

- Continue to be interested, excited and motivated to learn
- Be confident to try new activities, initiate ideas and speak in a familiar group
- Maintain attention, concentrate, and sit quietly when appropriate
- Dress and undress independently and manage their own personal hygiene
- Select and use activities and resources independently
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people

- Understand what is right and wrong and why
- Consider the consequences of their words and actions for themselves and others

Assessing progress

Foundation Stage – Teachers use the Foundation Stage profile document to assess progress made by individuals. Observations of child initiated learning taking place through play are noted as well as adult focus activities linked to a theme or topic. A judgement is made with regard to PSED at the end of the academic year. Children will be given a score of 1, 2, or 3 depending on whether they are at the expected level, emerging or exceeding. This is a prime area of the Early Years Curriculum and therefore contributes to the children’s good level of development (GLD).

There are no statutory requirements for end of Key Stage teacher assessment in PSHCE at Key Stages 1 and 2. However, teachers do keep records of the progress of all children by using the PSHE end of Key Stage statements. When reporting to parents at the end of year, the written report will include comments on strengths and development needs of each child and provide a brief focus on what pupils have achieved and what they hope to achieve in the future.

Children at key stage 1 will be building on their learning and achievements in personal, social and emotional development at the Foundation Stage. Year 1 teachers refer to information passed to them about children's progress towards the early learning goals for personal, social and emotional development, and to the assessments made of each child against the three relevant scales of the foundation stage profile (dispositions and attitudes, social development and emotional development).

Playground friends

Our school operates a ‘Playground friends’ system at lunchtimes and playtimes.

The aim of the system is:

- to encourage children to take responsibility
- to actively care and look out for other children
- to try to ensure that all children are free from loneliness or isolation at playtimes and lunchtimes
- to encourage children to form a variety of friendships with both older and younger children
- to encourage high levels of self esteem and confidence in all our pupils as valued members of our school

Children (year 2 upwards) wishing to be considered for the role as ‘playground friend’ apply in writing to the Deputy Head teacher.

Playground friends assist in many ways, by:

- helping children who have fallen over
- alerting staff when there are problems

- encouraging shy children to join in or simply keep them company
- alerting staff when there are problems
- setting a good example by caring for others

School Council

Our school council gives all children the opportunity to become more active in the decision making of many aspects of school life. Representatives from year 2 upwards are elected on an annual basis to meet every half term with the Head teacher/lead teacher. During the meetings the children are encouraged to voice their own and other children's opinions and provide feedback.

The School Council is a vehicle through which pupils can discuss and present ideas, listen to the views of others, explore options, predict consequences, take responsibility for their own decisions and become more aware of how money can be gained, saved and used.

Inclusion

We believe in the individual worth and unique value of every single member of our school community. This is reflected and experienced in the quality of relationships and respect between all our members. There is clear recognition and acceptance of individuality and difference. Justice, fairness and honesty are clear hallmarks in all aspects of our school life.

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