



Personal, Social,
Health and
Citizenship Education
Policy

The policy is written in conjunction with the Safeguarding Children Policy, Health, Safety and Welfare Policy and Single Equality Policy.

See also Behaviour and Discipline; Drugs Prevention; Food and Relationships & Sexual Health Education policies.

Aims and objectives

We believe that education in P.S.H.C.E. enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organized and governed. We ensure that they experience the process of democracy through participation in the school council. We teach about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural British society.

Indeed, the teaching of P.S.H.C.E. helps in many ways to meet the objectives set out in The Children's Act 2004, 'Every Child Matters' – that those children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our **objectives** in the teaching of P.S.H.C.E. are to:

- know and understand what is meant by a healthy lifestyle;
- be aware of safety issues;
- be able to build resilience;
- understand what makes for good relationships with others;
- have respect for others;
- be thoughtful and responsible members of their community and their school;
- become active members of our democratic society;
- develop self-confidence and self-esteem;
- make informed choices regarding personal and social issues;
- develop good relationships with other members of the community
- use circle time approaches throughout each week, across the curriculum, to enhance teaching and learning and to promote positive behaviour

Teaching and learning style

We use a range of teaching and learning styles to meet the P.S.H.C.E. requirements of the National Curriculum. We emphasize active learning by including pupils in discussions, investigations and problem-solving activities. We encourage them to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organize classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer them the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

P.S.H.C.E. curriculum planning

In Stone Hill school P.S.H.C.E. is valued in such a way that it underpins the whole curriculum.

We teach P.S.H.C.E. in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach P.S.H.C.E. as a discrete subject. On other occasions, we introduce P.S.H.C.E. topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. We also develop P.S.H.C.E. through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit from year 6, where there is a particular focus on developing pupils' self-esteem, and giving them the opportunities to develop leadership skills and positive group work.

P.S.H.C.E. and ICT

ICT makes a contribution to the teaching of P.S.H.C.E. in that pupils in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, they develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

P.S.H.C.E. and Inclusion

We teach P.S.H.C.E. to all pupils, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the pupils with learning difficulties. When teaching P.S.H.C.E, teachers take into account the targets set for the pupils in their IEPs: targets may be directly related to P.S.H.C.E. targets.

Teachers will provide opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community (links to Prevent).

Assessment for Learning

Our teachers assess the pupil's work in P.S.H.C.E. by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the New National Curriculum. We have clear expectations of what the pupils will know and understand and be able to do at the end of each Key Stage.

Our teachers record the achievements of pupils in P.S.H.C.E. We report these achievements to parents and carers each year.

We encourage our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community.

We do not set formal examinations in P.S.H.C.E. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

Resources

We keep resources for P.S.H.C.E. in a central store. We have additional resources in the library. Our P.S.H.C.E. coordinators hold a selection of reference materials for teaching sensitive issues. Resources are used from Social and Emotional Aspects of Learning Programme.

Monitoring and Review

The planning and coordination of the teaching in P.S.H.C.E are the responsibility of the P.S.H.C.E subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for P.S.H.C.E;
- uses specially allocated, regular management time to review evidence of the pupil's work and to observe P.S.H.C.E lessons across the school.
- KS3 P.S.H.C.E. planning overview to be reviewed and adjusted to meet the changing needs of the pupils.
- KS4 P.S.H.C.E. planning overview to be reviewed and adjusted to meet the changing needs of the pupils on a 2 year rolling programme.

The quality of teaching and learning in P.S.H.C.E is monitored and evaluated by the deputy and headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.

The Teaching and Learning Committee approved this policy on 3rd March 2016

Signed: 

Date: 3. 3. 16

Next reviewed March 2018