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Approved by Governors:

Bradleys Both Community Primary School

PSHCE Policy

(Personal Social Health and Citizenship Education)

Introduction

At Bradleys Both, we are proud of our warm, supportive and inviting ethos and atmosphere. We know that this overall ethos and atmosphere created by our school is vital to the personal growth and development of all children. The organisation and boundaries, the relationships of staff with children all carry significant messages about the values the school places on promoting positive attitudes, behaviour and codes of conduct. This part of the "hidden" curriculum is as important as the quality of the teaching and learning that takes place. At Bradleys Both, the whole staff share common attitudes and beliefs about the kinds of values and behaviour, which are essential to help promote the ethos of our school.

PSHCE is one of the main drivers and influences on the school experience for our young people. It is core to the way our school works as a large family and involves all members of our school community. The underlying principal is about putting children and young people first, which has always been at the heart of good PSHCE practice and life at Bradleys Both.

We feel that an environment where children feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a child's learning. We ensure that the contributions and opinions of every child are valued and deserving of attention.

The central element of personal, social, health & citizenship education is the development of the child's self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore that we help children to increase their self-awareness and self-confidence by ensuring that each has the opportunity to achieve and be successful.

Our school is committed to the health and safety of the children and will take action, where necessary to safeguard their well-being.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to persuade children in need of support to come forward.

Personal, Social, Health & Citizenship education is an important part of every child's entitlement and a whole school policy will help to move the school towards achieving those aims. This policy incorporates advice, guidance and links to other school policies including:

- Sex and Relationships Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Sanctions and Rewards Policy

A definition of PSHCE

Personal, Social, Health and Citizenship Education (PSHCE) refers to all the planned learning opportunities, which a school provides to promote personal and social development through the curriculum as a whole.

This includes opportunities provided by:

- SEAL (Social and Emotional Aspects of Learning)
- the core and foundation subjects of the National Curriculum;
- assemblies;
- circle time;
- playground provision;
- curriculum enrichment activities;
- visits and extra-curricular activities;
- special projects and other events, which enrich young people's experiences.

Our Aims

We aim for our children to:

- Develop a set of personal values and attitudes for distinguishing between right and wrong;
- Take responsibility for their own actions;
- Make informed choices and decisions;
- To form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- Develop their self-esteem and emotional well-being;
- Develop skills and knowledge to understand personal health and growth;
- Develop positive attitudes towards health;
- Become responsible and caring citizens which will help to prepare them for adult life
- Develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- develop pupils' integrity and autonomy;
- Appreciate equal opportunities and challenge discrimination and stereotyping;
- Respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- Deal effectively and efficiently with a range of financial decisions in their present and adult life;
- Contribute towards the school's welcoming and health-promoting environment.

Teaching and Learning

A range of teaching styles is necessary to cover the many personal, social, health & citizenship issues that arise at this stage of the children's development allowing them to confidently explore new experiences. At this stage these experiences are best presented in the context of the classroom teaching and the everyday life of the school. Much of the work will be covered through planning and delivery and everyday occurrences can be used to raise and discuss social and moral issues.

Teaching will be differentiated to meet individual need as necessary within class tasks. Our PSHCE programme will be delivered in a variety of ways:

- Through themed assemblies
- Through timetabled SEAL lessons
- Incorporated into lesson planning
- As separately timetabled sessions, e.g. visits by the community police, dental service, school nurse
- Through one off lessons, activities or tasks
- class "circle" time and/or group discussion
- role-play and educational games
- Imaginative writing
- Links with community
- Whole school events e.g. Head Boy and Girl election
- Support and work with charities local and international
- Real life and purposeful learning opportunities and experiences
- Use of IT
- Class, group and individual work
- Research
- Outside visits
- Curriculum enrichment
- Reflection time & mental health strategies

Equal Opportunities and Inclusion

At Bradleys Both we are committed to equality of opportunity and inclusion. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible including pupils whose attainments fall significantly below the expected levels and also those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers should be aware that pupils bring to school different experiences, interests and strengths which will influence the way they learn.

Role of the Subject Leader

The role of the Subject Leader is to:

- Lead the other staff in championing the subject of PSHCE
- Stay informed of local and national changes affecting the subject
- Review and monitor the subject
- Support others in the purchasing, organising and maintaining teaching resources
- Encourage and assist in training
- Provide guidance and support in implementing schemes of work
- Co-ordinate recording and presentation throughout the school after consultation with colleagues
- Encourage ways of involving parents in their child's learning

Health and Safety

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy.