



PSHCE Policy

Why Teach PSHCE?

Personal, social and health education and citizenship is taught to all pupils. It helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives, and to become informed, active, responsible citizens. It underpins the whole of the school curriculum and the work of our school. Pupils are encouraged to take part in a wide range of activities and experiences both in and out of the school environment, and to contribute fully to the life of their school and their community. This enables them to learn to develop in confidence, recognise their own worth, work well with others and become increasingly responsible for their own learning.

It enables them to 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 the 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.

(Adapted from the Framework for personal, social and health education and citizenship at key stages 1 and 2)

PSHCE at Holbrook follows the PSHCE Framework, and also the Social and Emotional Aspects of Learning (SEAL) guidance. The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school. The resource is designed to facilitate a systematic and spiral approach to learning. It should be seen as a stimulus or starting point, rather than a finished product. The SEAL curriculum materials consist of seven themes, which are designed to fit within the pattern of the school year and with planning across the curriculum. The seven themes are:

- Theme 1: New beginnings
- Theme 2: Getting on and falling out
- Theme 3: Say no to bullying
- Theme 4: Going for goals!
- Theme 5: Good to be me
- Theme 6: Relationships
- Theme 7: Changes

(Taken from Social and Emotional Aspects of Learning document)

The Aims of Teaching PSHCE

At Holbrook Primary School we aim to encourage pupils to:

- Develop independence and responsibility
- Explore and respect the differences between people
- Make the most of their own and others' abilities
- Develop the necessary skills and attitudes to make informed decisions when faced with particular choices.
- Develop worthwhile and fulfilling relationships
- Play an active role as a member of a democratic society
- Keep themselves and others safe
- Stay as healthy as possible
- Understand that there is a balance between individual freedom and the constraints necessary for living
- Play an active role as a member of a democratic society

Teaching and Learning

At Holbrook Primary School we follow a cross-curricular, topic based approach. A range of teaching styles is used in order to match the range of learning styles represented in each class. All lessons should have a variety of visual, auditory and kinaesthetic activities. Much of our PSHCE work involves discussion and role-play, although there is sometimes a written or illustrated outcome to a piece of work. We use a variety of whole-class/ group/individual teaching styles.

PSHCE is taught as a discrete subject, but also as part of this broader curriculum, for example when looking at moral or social issues in a literacy text. It is reflected in the ethos of the school, the nature of relationships both between staff and pupils and the whole school environment. The work of the School Council is an important part of this relationship. Two children from each class from Year 2 upwards are chosen by their peers to represent their views at regular school council meetings. Issues that the children of the school feel are important are discussed, and the School Council Reps feedback the outcomes of these discussions with their class. There is also a school forum area on the Moodle to allow representatives to discuss current issues. In this way, children's views are listened to and appreciated at Holbrook. We are currently working on a system whereby the school council representatives are voted in on a rolling programme so that existing council representatives can assist the new representatives in their roles.

We also teach PSHCE through our various assemblies, and through our work for charities. It is very much a part of our educational visits, particularly our residential. Visitors such as the emergency services, road safety officers and medical practitioners are also encouraged to come in to school to share their expertise and experience. As part of Holbrook's citizenship work, Year 5 children attend a West Sussex Junior Citizenship ½ day session where they are encouraged to think about their roles as citizens in society, Many of the main issues are presented practically and interactively, and these are often followed up in class citizenship sessions.

Resources

As mentioned, we use the SEAL resources and the PSHCE Framework when planning our PSHCE lessons. There are resources for teaching all PSHCE units in the school, including books, games, CD ROMs and websites , although this is an area that we are continuing to expand with the implementation of the SEAL resources. These are primarily stored in the study, alongside the assembly and RE resources.

Equal Opportunities

At Holbrook Primary School we believe all children should have equal access to the curriculum. We recognise the fact that in all classes there are children of different abilities, and therefore, in planning the PSHCE curriculum we aim to provide opportunities for learning which are available to all children. The nature of PSHCE however lends itself to study by children of different abilities. Children can work on the same content at different rates and levels. Teaching is sometimes differentiated by task, outcome or support, and often tasks are open-ended. Much of the work is group work, allowing children of different abilities to work together to support each other.

Links to other areas of the curriculum

PSHCE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Behaviour policy (including Anti-Bullying)
- Child Protection Policy
- Sex and Relationships Education Policy
- Health and Safety Policy
- Equal Opportunities Policy
- RE policy

Curriculum Planning

The long term plan maps the PSHCE topics studied in each term during each key stage. Medium term planning is based on the Social and Emotional Aspects of Learning resource, as well as the Framework for teaching PSHCE, and cross-curricular links are made as appropriate. Class teachers write their own weekly short-term plans to suit their class or year group, showing differentiation as necessary.

Foundation Stage

PSHCE is taught in Reception classes as an integral part of the topic work covered during the year. The PSHCE side of the children's work in Reception is related to the objectives set out in the Early Years Foundation Stage Guidance for Personal, Social & Emotional Development, which underpin the curriculum planning, alongside the SEAL documents.

Assessment and Monitoring

PSHCE is a non-statutory subject, and assessment as such is not required. However, the PSHCE Co-ordinator will monitor the learning by looking at medium and short term planning and samples of the children's work. Through observation where possible, monitoring of displays, discussion with staff and pupils, the PSHCE co-ordinator will be able to monitor the achievements of pupils to ensure that children show steady progression in PSHCE skills across key stages. Comments on PSHCE will be made in the annual reports made to parents, although no level for effort or attainment is deemed appropriate for the subject.

Reviewed: Spring 2009

Governor Signature: **Date**

Next Review Due: