

Policy for Personal, Social, Health, Citizenship and Economic Education

Policy Statement

PSHCEE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

PSHCEE comprises planned provision to promote the personal and social development, health and wellbeing of pupils in a school. We follow a programme of study provided by Twinkl Life which has been developed from the PSHE Association's Primary Scheme of Work Planning Toolkit. This has been recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils. As a maintained school, from 2020, we must provide relationship and health education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. Relationship and health education will be taught as part of our PSHCEE & RHE curriculum. As a Junior school, we are not required to provide sex education apart from the elements included in the primary science curriculum.

Other related policies and documents include those for Relationships Education, SMSCD, Drug Education, Anti-Bullying, Behaviour, Healthy Eating, Safeguarding Children and Online safety.

Aims and Objectives

Personal, social, health and citizenship education (PSHCEE) enables children to become healthy, independent and responsible members of society. At William Austin Junior School, we encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. The pupils are taught how society is organised and governed. They experience the process of democracy in school through head boy/girl and school council elections. Rights and responsibilities are taught and they learn to appreciate what it means to be a positive member of a diverse, multicultural society.

The aims of personal, social, health, citizenship and economic education are to enable the children to:

- grow towards making a positive contribution to society through a knowledge of human development and an understanding of themselves;
- explore feelings in personal relationships with peers, parents, family, teachers and people in authority and to foster an attitude of tolerance and sensitivity towards others;
- begin to understand and respect the different beliefs by which people interpret life and on which they base their behaviours;
- prepare for the future in the changing society in which they live;
- realise their strengths and their weaknesses and how to achieve their potential;
- solve their own problems and develop the process of personal decision-making;
- develop according to their needs and capacities as individuals and not according to stereotyping by gender or culture;
- develop an awareness of the relationships between people's actions and their environment;
- develop a positive attitude to a healthy body, encompassing self-esteem and their self image;
- form moral judgements;
- develop an aesthetic appreciation and awareness;
- develop an awareness of faith and worship;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- be independent and responsible members of the school community;

- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will receive appropriate support by staff members following the schools safeguarding/child protection policies.

Teaching and Learning

PSHCEE is concerned with knowledge and factual content to a lesser extent than some other curriculum areas, but it is directly concerned with skills in personal and social relationships and the skills needed to find, understand and use information in problem solving and decision making which are relevant to everyday situations, as well as hypothetical situations, within the children's experience and understanding. This area of study is deeply concerned with the consideration and fostering of attitudes and the development and clarification of a personal code of values and consequent behaviour.

To accommodate this, a range of teaching and learning styles is used. There is an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. The children are encouraged to take part in a range of practical activities to promote active citizenship eg. charity fundraising and involvement in activities to help other groups less fortunate than themselves.

Each class has a weekly, discrete PSHCEE lesson ~~and Circle Time sessions~~. PSHCEE is also taught through the "hidden curriculum" and every opportunity is used to promote these values; in other curricular lessons, assemblies, circle time, visiting speakers, school visits and school life in general.

The scheme of work has three core themes; each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

Topic areas:

- Safety First
- It's My Body
- Think Positive
- Aiming High

Core Theme 2: Relationships

- Topic areas:
- Team
- Growing Up
- VIPs
- Be Yourself

Core Theme 3: Living in the Wider World

- Topic areas:
- One World
- Britain
- Respecting Rights
- Money Matters

Whilst PSHCEE is split into three separate core themes, in reality there will always be extensive overlap. PSHCEE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHCEE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Cross-curricular links

PSHCEE occurs wherever there is interaction and can therefore be said to be truly cross-curricular. Speaking and listening aspects of lessons form a major part of the PSHCEE programme. PSHCEE is also covered through other areas of the school's curriculum; e.g. Religious Education, Science and PE.

Special Educational Needs (SEN) and English as an Additional Language (EAL)

As PSHCEE encompasses the notion of children's individuality and that they will be at varying stages of cognitive, physical, social and emotional levels, then differentiation and attention to SEN and EAL children is self-evident.

Computing

Learning in PSHCEE will compliment learning in computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an online safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of IT, and they also gain an insight into the interdependence of IT users around the world.

Resources

There are a wealth of resources including books, games, DVDs and other strategies. Many have been donated by charities and other organisations and others supplemented by the authority. These are stored in the PSHCEE resource cupboard. Many resources are now obtained from various educational websites and IWB screens are used throughout. Resources are shared throughout each year group. The PSHCEE coordinator is a member of the PSHE Association, which is endorsed by the DfE. This website includes curriculum guidance, lesson plans, resources, and CPD training.

Assessment

Assessment in PSHCEE is recognised as difficult and no consensus exists on the best approach or techniques. Children are often asked to evaluate their learning and rate their lessons to inform future planning. Pupils record written work in their One book and also complete a Learning Journey record for each unit of PSHCEE work. Their work is marked in line with the school's marking policy. It may not be appropriate to measure all the outcomes of the broader aims of a PSHCEE programme such as relationships, moral development, aesthetic awareness, pupil's feelings or sensitivity to others. Some factual content may be assessed but it is more difficult to chart areas without content such as attitudes and behaviour. These may however have a quantitative outcome such as numbers of 'incidents' occurring in the playground etc.

The National Healthy Schools Scheme

The school has been involved in the NHSS since its inception and has gained several certificates and National Status. The PSHCEE/SEAL programme incorporates the four core themes of NHSS: PSHCEE, healthy eating, physical activity, emotional health and well-being (including bullying).

This policy will be monitored and reviewed by the PSHCEE coordinator on an annual basis.

Policy updated: April 2020

Staff responsible: Rhian Johnson

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body: _____(signature)

_____(printed)