

Hinchliffe Mill Junior and Infant School

PSHCE Policy

(Revised January 2015)

"PSHCE education should equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive fulfilled lives. But beyond this PSHCE education should also enable 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. PSHCE is therefore also about developing young people's sense of identity, their capacity to relate to others and handle setbacks."

Sir Alasdair Macdonald's

What is PSHCE; Personal Social Health Citizenship Education?

PSHCE helps to give all pupils the knowledge, skills and understanding that they need to be happy, reflective and healthy. It supports them in leading, active independent lives and becoming informed, responsible citizens. As part of our PSHCE curriculum we promote 'British Values', which are values that the government have set out in relation to the 'Prevent' strategy of 2011. In addition to this, SMSC; Social, moral, spiritual and cultural opportunities are identified and encompassed in all areas of the curriculum, ensuring that opportunities for PSCH development are considered and exploited.

Aims:

- To help all children learn and achieve to the best of their ability.
- To prepare pupils for the opportunities, responsibilities and experiences of life.
- To enable children to value their uniqueness as human beings capable to make moral and healthy choices
- To prepare children for being a part of world that values diversity, beliefs and attitudes of individuals and society
- To understanding of how citizens can influence decision-making through the democratic process
- To understanding that the freedom to hold other faiths and beliefs is protected in law
- To be acceptant that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior
- Raise pupils confidence and self-esteem
- To increase pupil motivation and deepen understanding through opportunities for 'real life' learning

- To improve the ability of pupils to reflect on and become responsible for their own Learning
- To understand of the importance of identifying and combatting discrimination

How PSHCE supports the school aims

PSHCE strongly supports the achievement of the school aims by underpinning all that we are striving for in the holistic education of all children. It reaches across every curricular area as well as into every strand of school life forming an important and intrinsic part of our school ethos encompassing the children's SMSC (Social, Moral, spiritual and cultural) opportunities and understanding of 'British Values'.

National guidelines relating to PSHCE

PSHCE education remains a non-statutory subject. Along with the 2014 National Curriculum framework, the DfE (Department of Education) also published a guidance document on PSHE education, which states that the subject is:

'An important and necessary part of all pupils' education. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Implementation of PSHCE curriculum and the aims

The PSHCE education programme is tailored to the age, physical and emotional maturity, gender, cultural and social needs of the children at Hinchliffe Mill School. Each child is recognised as having different abilities and aptitudes which must be catered for. During lessons, differentiation will be made in accordance with the school policy, through additional resources, teacher support, CSA support, peer support, adapted tasks, through questioning. Children are encouraged and expected to make individual progress during PSHCE lessons, irrespective of their starting level.

The PSHCE objectives and themes in Reception are taught through the 'Jenny Mossley' PSHCE programme and Key Stage One are taught through the P4C approach. In addition to the above, matters that arise in the classroom under the PSHCE curriculum are addressed and explore appropriately.

Key Stage 2 is mainly taught PSHCE through a cross curricular approach embedding the objectives and themes within their topical work taking place in the classroom. However, specific units are taught discreetly such as Sex Education and Drugs Education as these are on a biannual cycle. The school also has separate policies for RSHE and Drugs Education which give further details.

SMSC (Spiritual, Moral, Social and Cultural) coverage is shown on all planning to ensure also that all teaching staff consider any opportunities to relate learning to a child's Spiritual, Moral, Social and Cultural development. This is to further develop skills, attitudes and values are with again and again each time aspiring to a greater level of understanding and through a specific context.

'British Values', which are values that the government have set out in relation to the 'Prevent' strategy of 2011 are also referred to throughout PSHCE curriculum.

The very nature of PSHCE demands a more active, kinaesthetic learning style than may be the case in other subjects therefore role-plays, discussions, debating and question generating will often form a greater part of the lesson than writing. It is intended that personal and social skills will be specified and enhanced through experiences in PSHCE. This will vary from class to class and teacher to teacher allowing for personal expertise and comfort as well as differing needs of pupils. Approaches will include:

- Whole school approach via assembly and behaviour management
- Whole class teaching - exploring the use of circle time
- Whole class discussions, debating - P4C techniques
- Collaborative group work- often mixed ability
- Paired work
- Visiting Theatre in education groups/workshops
- Visitors, eg school nurse, police road safety officers etc.

Special Educational Needs

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with the SENCO.

- The school has an up to date SEN Policy
- There is also support from the Local Education Authority

Information Communication Technology

Throughout school children have access to ICT facilities that develop skills and knowledge needed in PSHCE. This includes the use of the internet to find information. E-safety is taught to all children annually and referred to when appropriate during ICT lessons. The school has an up to date ICT Policy.

Equal Opportunities

The PSHCE policy reflects whole school entitlement as described in the school's Equal Opportunity policy.

Communication with Parents

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways. These are:

- Parent /Teacher interviews
- The annual written report
- Make them aware of our policy

Resources

LDA - Knowing me, knowing you
LCP citizenship files (exploring a lot more than citizenship)
Health for Life 1&2
Circle time book
SEAL materials
Jenny Mossley PSHCE
P4C guidelines
P4C suggested texts
Emotive images
Moving and growing DVD

The role of the co-ordinator

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To monitor and evaluate practice within classrooms
- To help with and monitor planning
- To attend courses and lead staff INSET
- To review this policy
- To inform Governors on current policy and practice in PSHCE

The co-ordinator responsible for this policy is Rebecca Townsend

This Policy will be reviewed on a biennial basis
Next review January 2017