

**Barnby Dun Primary School**  
**Policy for**  
**Personal, Social, Health and Citizenship Education**  
**(P.S.H.C.E)**

The frame work for teaching PSHCE ay Key stages 1 and 2 states

"Personal, Social, Health and Citizenship Education help the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn their own worth, work well with others and become increasingly responsible for their own learning. They reflect upon 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 their responsibilities, rights and duties as individuals as members of 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."

**Aims**

Through the work children do in school we aim to help them to :

- Play a positive role in contributing to the life of the school and community.
- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others.
- Develop personal values and attitudes including honesty, establishing a strong moral code and the confidence to stand by this.
- Live and enjoy a healthy lifestyle
- Be a positive member of a multicultural society.
- Value their role as a member of a democratic society
- Make informed choices whilst understanding the consequences of their actions.

## **Objectives**

Our objectives for PSHCE teaching are based on the guidance outlined in the national curriculum for key stages 1 and 2.

## **Non Statutory Guidelines**

**During key stage 1** pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

**During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

## **End of Key Stage Statements**

### **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise

and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

## **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

## **Policy in Practice.**

### **Curriculum content**

At Barnby Dun Primary School, our PSHCE curriculum is delivered through assemblies, circle time, discrete lessons and cross curricular planning. The content for assemblies, circle time and discrete lessons is taken

from the Social and Emotional Aspects and Learning (SEAL) DFES publication/

PSHCE objectives delivered through other subjects are identified in subject policies, schemes of work and teachers' planning. These link to the Non Statutory Guidelines for the National Curriculum.

PSHCE links very closely with Healthy Schools and RE (see individual policies.)

There are separate policies regarding sex and drug/alcohol education.

### **Equal Opportunities**

Every child has equal access to the PSHCE curriculum regardless of ability, age, gender or cultural background. We provide all the children with a wide range of activities and encourage every child to develop his/her full potential.

We avoid reference material which reinforces gender or cultural stereotyping. It is important that children develop their own sense of worth and their role in promoting equal opportunities within and beyond the local community. In addition, the ethos underpinning our PSHCE curriculum ensures attitudes of consideration, understanding and tolerance of others are fostered.

### **Teaching and Learning.**

In PSHCE, pupils are taught the knowledge, skills and understanding needed to become independent, tolerant, articulate, respectful citizens with the school community and for life.

Our curriculum follows SEAL (social and emotional aspects of learning) This framework is organised into seven themed, one theme delivered each half term of the academic year. The seventh theme is "Anti Bullying Week" and is delivered as a themed week during Autumn 2.

Half termly units of work are planned from the SEAL pack using the appropriate resources for each year group (identified by different coloured booklets). All SEAL resources are available in school and also from Teacher Net website.

Each theme of SEAL is introduced at the beginning of every half term in Key Stage assemblies using the SEAL assembly story. The theme is followed up in weekly PSHCE lessons ranging between 30-60 mins. Each lesson can be structured differently depending on the work being covered. There are suggested activities/lessons within the SEAL resources. Circle time, role play, group work, visitors and video clips are examples of different teaching strategies to be used to deliver the content effectively.

Other aspects of PSHCE as outlined in the National Curriculum Guidelines are delivered in a cross curricular way. See individual subject schemes of work and policies. Links are made explicit on medium term planning.

### **Assessment**

We have clear expectations of what pupils will know, understand and be able to do by the end of each Key Stage. All achievement in PSHCE is teacher assessed and is the teacher's responsibility to ensure that assessment opportunities are planned for. Ongoing marking and observations of pupils work will inform teacher assessments. Pupils are encouraged to review their learning through self and peer assessments which form personal targets.

Teachers note the achievements of pupils in PSHCE and these are reported to parents each year in pupils reports. Special achievements are celebrated and rewarded in assemblies on a regular basis.

### **Management**

It is the responsibility of the co coordinator to :

- attend courses appropriate to the development of PSHCE throughout the school.
- Form annual action plans and respond appropriately to ensure the development of the PSHCE curriculum throughout school.
- Liaise with staff, providing support where necessary.
- Monitor, planning and coverage of the PSHCE curriculum throughout the school.
- Ensure SEAL assemblies are delivered at the beginning of every half term and subsequent assemblies follow the SEAL themes

- Audit and replenish school resources.
- Evaluate his/her role annually.

It is the responsibility of subject leaders to :

- include links with PSHCE in schemes of work.

It is the responsibility of other staff to :

- plan half termly units of work following SEAL themes and using Seal resources.
- Collect resources specific to their planned work.
- Include PSHCE objectives when planning/delivering other curriculum subjects.
- Carry out teacher assessments.

Staff development takes place through dissemination at staff meetings and informal discussions. Here appropriate information is passed in and areas for discussion and support addressed.

### **Resources.**

Specific PSHCE resources are stored on the PSHCE resource shelf and are frequently updated. There is a complete set of SEAL resources held in the head teachers office which must be returned after use. Phase leaders have sets of resources relevant to their year groups. Photographs referred to throughout the SEAL framework can be found on the PSHCE resource shelf. These are clearly labelled and must be returned correctly after use.

Visiting speakers and outside agencies are encouraged to be used as a resource to deliver PSHCE curriculum e.g., fire fighters, school nurse, road safety team etc..

When using visitors always make sure that

- pupils are informed about the visitor in advance and given opportunity to prepare questions they may want to ask.
- Parents are informed of the visitors and the purpose of the session and permission is gained when necessary (It may be appropriate to invite parents to be part of the session)

- The visitor is briefed as to the nature and purpose of their visit and fully understands their involvement in this.
- The visitor knows how many pupils are involved, their age and ability, the location of the session and the equipment available.
- The visitor is never left alone with the pupils.
- There is follow up from the session.

### **Promoting fundamental British Values**

As a school, we will encourage all pupils to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. Pupils will be made aware of the difference between the law of the land and religious law during PSHCE lessons.

Through our provision of SMSC, we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a result of this the pupils will have:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other 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 behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

*In light of the new curriculum 2014 we acknowledge the changes and ensure our practice includes essential elements and updates as appropriate.*

Reviewed April 2016

Next review April 2017