

BYRON COURT PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION POLICY

1. INTRODUCTION

- 1.1 Personal, social, health and economic education (PSHE education) and Citizenship in the primary school are planned programmes of learning opportunities and experiences that help children grow and develop as individuals and as members of families and social and economic communities.
- 1.2 PSHE education and Citizenship equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives.
- 1.3 PSHE education provides a focus on the personal dimension and Citizenship a focus on the public dimension.
- 1.4 The Social and Emotional Aspects of Learning (SEAL) provide a framework and ideas for teaching key aspects or “domains” of emotional intelligence.
- 1.5 PSHE education, Citizenship and SEAL enable children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- 1.6 This area of the curriculum makes a significant contribution to meeting the Every Child Matters outcomes and supporting schools in meeting statutory responsibilities to promote well-being, achieve the curriculum aims and promote community cohesion.

2.0 AIMS

- 2.1 To promote pupils’ spiritual, moral, social and cultural development and provide opportunities for learning in line with the aims of the National Curriculum.
- 2.2 To promote the personal development of all pupils in order to support their ability to learn and achieve. The teaching of PSHE in the taught and caught curriculum is fundamental to meeting these aims.
- 2.3 To deliver PSHE in line with the school’s aims, values and moral framework which are sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. This will be delivered within the school’s agreed equal opportunities framework.
- 2.4 To develop pupils’ confidence and responsibility and to make the most of their abilities.
- 2.5 To prepare pupils to play an active role as citizens.
- 2.6 To support pupils in developing a healthy, safer lifestyle.
- 2.7 To support pupils in developing emotional awareness and a healthy self-esteem as the foundation for positive relationships.

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2.8 Encouragement to take part in a wide range of curricular and extra-curricular activities.

2.9 Encourage children to find out about the main political and social institutions that affect their lives.

2.10 Discuss spiritual, moral, social and cultural issues that are part of growing up.

3.0 THE ROLE OF THE HEADTEACHER/GOVERNORS AND THE LEADERSHIP TEAM

3.1 Ensure all staff follow this policy.

3.2 This policy is made available to parents.

3.3 The school's CPD cycle includes regular provision for training for all staff.

3.4 Encourage links with the local community and visitors to ensure the aims of this policy are effectively met.

3.5 The Health and Wellbeing Faculty, Head Teacher and Governors are responsible for the overall monitoring of PSHE and Citizenship framework within the school. The Health and Wellbeing Faculty Leader will ensure appropriate decisions are made about PSHE work with other senior managers to develop policy and with other staff to co-ordinate and monitor practice.

4.0 THE CURRICULUM

4.1 PSHCE is taught weekly through discrete lessons. All teachers are expected to deliver PSHE including Drugs, Tobacco, and Alcohol Education and Sex and Relationship Education.

4.2 All staff will be given appropriate training and support and the Science and Technology Faculty Leader will have access to specialist training.

4.3 The range of topics taught in PSHCE follows six broad categories:

- Community
- Staying Safe
- Being Healthy
- Emotional Health
- Relationships
- Participation

4.4 The school follows the Brent Scheme of Work for PSHE, Citizenship and SEAL which is a whole school spiral curriculum divided into six half – termly topics over two years. All class teachers are given the scheme of work and must ensure that the main topics are followed in order, although they can use their own professional judgement as to the actual activities/resources/work suggested. The scheme of work is a general guideline to ensure consistency of topics taught throughout the school.

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4.5 This allows for focussed PSHCE weeks and links to other national and local events in the school calendar e.g. Health Promotion Days, Walk to School Week, International Book Day, Summer Fair and International Week.

4.6 A range of teaching strategies are used to deliver PSHCE in the classroom. The emphasis is on interactive teaching strategies and the active participation of pupils. Examples include:

- Speaking and listening activities
- Circle time
- Drama and role play
- Group work activities
- Citizenship opportunities
- Visits to places of local interest eg. local supermarkets
- Trips to places of national interest eg. Houses of Parliament

4.7 We promote a Growth Mind set approach across the school and encourage children to change their mind set. We aim for children to be active, resilient, collaborative and reflective learners.

5.0 CROSS-CURRICULAR SKILLS AND THEMES

5.1 Cross-curricular links exist within the teaching of PSHCE. Teachers are encouraged to build on these links. For example, links with English through speaking and listening, PE through learning about health, Science through learning about growth, RE through learning about ethnic, cultural and moral differences.

5.2 Our school attempts to meet the needs of our pupils by tailoring the curriculum to look at issues that are relevant to their lives as members of a local community as well as general issues that affect us all. Children are encouraged to say what they would like to learn in a unit of work at the beginning and encouraged to give their feedback at the end of a unit of work. The school values the participation of the children.

6.0 THE ROLE OF THE CLASS TEACHER

6.1 Ensure all aspects of the teaching of PSHCE are followed. Plan lessons which are appropriate to the age group taught in accordance with the current scheme of work.

6.2 Ensure work is assessed in accordance with current policies.

6.3 Evaluate the impact of activities within lessons on the children's learning and in meeting the aims of this policy.

6.4 Use resources effectively to maximise learning opportunities for the children.

6.5 Monitor the progress of pupils and maintain any aspects of record keeping.

6.6 Use ICT to maximise and enhance the learning.

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7.0 THE ROLE OF THE TEACHING ASSISTANT

- 7.1 Support the class teacher with strategies and resources for accessing and planning the curriculum.
- 7.2 Use inclusive strategies to support learning of all pupils eg; pictures, word banks, key words/phrases, writing frames, ICT, dual language resources and games.

8.0 IMPLEMENTATION

- 8.1 PSHCE lessons will be delivered by the teaching staff and appropriate outside visitors/ agencies.
- 8.2 The teaching programme ensures that there is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.

9.0 SEX AND RELATIONSHIP EDUCATION

- 9.1 The school has a separate policy for the teaching of Sex and Relationship Education. All members of staff need to ensure they read the policy in conjunction with the PSHCE policy.
- 9.2 The Brent Scheme of Work for PSHE, Citizenship and SEAL includes SRE in Year A “Living Long, Living Strong” in the first half of the Spring Term and in Year B “Growing Up” in the second half of the Summer Term. The learning objectives of each unit will be taught without specific reference to the human genitals as suggested in the scheme of work.

10.0 DRUG EDUCATION

- 10.1 The school has a separate policy for Drug Education. All members of staff need to ensure that they read the policy in conjunction with the PSHCE policy.

11.0 EQUAL OPPORTUNITIES

- 11.1 We are committed to providing all children with an equal entitlement to PSHCE regardless of race, gender, culture, disability or background.

12.0 INCLUSION

- 12.1 We have a commitment in ensuring that all pupils will have equal access to the PSHCE curriculum, following guidelines in the Special Educational Needs and Equal Opportunities policies.

13.0 RESOURCES

- 13.1 QCA PSHE resources are used to cover the teaching of healthy lifestyles, financial capability.
- 13.2 QCA Citizenship resources are used to cover the teaching of rights and responsibilities, community, diversity issues.

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13.3 QCA Drug Education resources are used to teach risk taking and management, drugs, tobacco and alcohol education.

13.4 SEAL is a key resource to support the teaching of emotional health, relationships, conflict resolution, anger management, self-esteem and anti-bullying.

13.5 Local community organisations such as fire service, police, are used at various times of the school year to deliver some aspects of the curriculum.

13.6 The Science and Technology Faculty will regularly monitor and update resources.

14.0 CONFIDENTIALITY

14.1 Some pupils may choose to mention specific problems or individual issues involving themselves or members of the school community. While staff will want to be supportive, it is made clear to all staff they work within child protection guidelines (see Child Protection Policy) and therefore must state to their pupils that they may not to be able to guarantee confidentiality.

15.0 MONITORING

15.1 The Science and Technology Faculty Leader will monitor teaching and learning according to our school's policy. The Head Teacher and Science and Technology Faculty Leader will monitor the implementation of the PSHCE curriculum.

16.0 INVOLVEMENT OF PARENTS/CARERS

16.1 It is important to have the support of parents and the wider community for the PSHE, Citizenship and SEAL programme. Parents will be given the opportunity to find out about and discuss the schools' programme such opportunities as written information sent home, displays around the school and parents evening.

17.0 REVIEW

17.1 Date of last review - February 2018

17.2 Date of next review - February 2021