



Personal, Social, Health and Citizenship Education (P.S.H.C.E.) Policy

Copley Junior School

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PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP (P.S.H.C.E.) POLICY

Aims

We aim to give our pupils the knowledge, skills and understanding they need to enable them to lead confident, healthy, independent lives and become informed active citizens by developing the whole person (spiritually, morally, culturally, emotionally, intellectually and physically). Our children should feel valued for who they are and be aware of their worth to others.

A clearly defined, consistent approach to P.S.H.C.E. will help our school fulfil the National Curriculum requirements and our aims.

Policy Statement

- We deliver P.S.H.C.E. using a whole school approach, in order to provide stimulating and challenging learning activities that engage the pupils, developing their knowledge, skills and understanding and providing opportunities for active participation in the life of the school and the wider community.
- We promote appropriate and safe behaviour in public and private situations.
- Our scheme of work for P.S.H.C.E. has been developed in line with government guidance for P.S.H.C.E. (February 2019) and the Doncaster 'Healthy Learning Healthy Lives' Programme Guidance.
- The delivery of our P.S.H.C.E. provision will be through a variety of activities including assemblies and community involvement.
- Our P.S.H.C.E. provision will promote a range of key skills, independent learning strategies and thinking skills.
- The class teacher will deliver P.S.H.C.E. and, where appropriate, we will use the support of visitors from external agencies to complement and enhance the breadth of opportunities available within our P.S.H.C.E. provision.

All school staff (teachers, learning support assistants, midday supervisors, etc.) are made aware that they are role models of professional behaviour and positive attitudes, which support the ethos of our school and therefore our P.S.H.C.E. provision.

We strive to create an atmosphere in school in which discussion of sensitive issues can take place openly without fear or embarrassment and address any issues arising from such discussions as directed by our school's **Confidentiality Policy**.

We advise pupils of the dangers of an unhealthy lifestyle and promote informed decision-making about the way they choose to live.

Relationships and Sex Education (R.S.E.) will be delivered through our Scheme of Work, using the Jasmine and Tom age appropriate scheme, in line with the National Curriculum for Science and guidance for P.S.H.C.E. at Key Stage 2, DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019 guidance and the Doncaster 'Healthy Learning Healthy Lives' Programme Guidance. (See separate policy for **Relationships and Sex Education.**)

The DfE definition of Relationships and Sex Education is that it is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the physical development of children through puberty. It is not about the promotion of sexual orientation or sexual activity.

Parents have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school, except for those parts included in the statutory National Curriculum.

British Values is delivered through our PSHCE Scheme of Work, informed by the guidance for P.S.H.C.E. at Key Stage 2 (also see **Promoting British Values Policy**), as well as through many cross-curricular links. Further information about how we promote British Values and our annual impact statement can be found on the school website at: <http://www.copley.doncaster.sch.uk/our-school/british-values>

Citizenship is delivered through our Scheme of Work, informed by the guidance for P.S.H.C.E. at Key Stage 2.

SMSC (Spiritual, Moral, Social and Cultural) education is promoted through the entirety of the curriculum. Our annual impact statement can be found at: <http://www.copley.doncaster.sch.uk/our-school/smsc>

P.S.H.C.E. is taught discretely and also through cross curricular study, through the school's individually tailored delivery of Cornerstones Learning Projects for Years 3, 4, 5 and 6. Our PSHCE Scheme of Work and samples of the children's work can be found at: <http://www.copley.doncaster.sch.uk/learning/curriculum/pshe>

Physical health and mental wellbeing are promoted equally at Copley Junior and emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Children are taught about the characteristics of good physical health and mental wellbeing and the steps they can take to protect and

support their own and others' health and wellbeing. Teachers promote that looking after our mental and emotional wellbeing is a normal part of life, in the same way as physical health. A firm foundation in the benefits and characteristics of good health and wellbeing enables teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Physical health is promoted through PSHCE, Science and P.E. as well through the wider curriculum. Our long term plan for P.E. and schemes of work for athletics, games, dance, gymnastics and orienteering can be found at:

<http://www.copley.doncaster.sch.uk/learning/curriculum/pe-curriculum>

Emotional health and wellbeing is promoted through our PSHCE scheme of work as well as through the wider curriculum. Our long term plan for PSHCE can be found at:

<http://www.copley.doncaster.sch.uk/learning/curriculum/pshe>

Drugs Education is delivered through our Scheme of Work, in line with the National Curriculum for Science and guidance for P.S.H.C.E. at Key 2, DfE drugs education guidance and the Doncaster 'Healthy Learning Healthy Lives' Programme Guidance. We use the DfE definition of drugs:

"Drugs are those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs and illegal drugs such as cannabis, ecstasy, heroin, crack / cocaine and LSD."

Managing drugs-related incidents. There is a separate policy for the management of drugs related incidents. (See our **Drugs and Substance Misuse Policy** for further guidance.

Pupil Leadership Groups

Pupil leadership groups at Copley greatly support the development of children's social and leadership skills and they make an important contribution to pupils' health and wellbeing in school:

Mini Life Coaches - At Copley Junior School, it is our aim to help the children to acquire the relevant skills to become a successful, well-rounded person throughout their time within our school and beyond. One way in which we do this is the innovative work undertaken by our Mini Life Coaches.

Our Mini Life Coaches support the emotional health and wellbeing of our children by undertaking training and then leading a variety of popular and original lunchtime workshops to empower our pupils with resilience, social skills, confidence and self-esteem. More information about the work and impact of the Mini Life Coaches can be found at:

<http://www.copley.doncaster.sch.uk/our-community/mini-life-coaches>

School Council - Our School Council is made up of two pupils from each class who are democratically elected to represent the views of all pupils and they work together to make Copley Junior an even better school. School Council members meet to discuss many different aspects of school life and have a big say in how our school is run. More information about their work can be found at:

<http://www.copley.doncaster.sch.uk/our-community/school-council>

House Leaders - Year 6 pupils are invited to apply for the position of House Leader. House Leaders are appointed to be role models for the members of their House and take the lead in organising House events and competitions. More information about their work can be found at:

<http://www.copley.doncaster.sch.uk/our-community/house-leaders>

Sports Council - Children in each class are elected to the Sports Council annually. Children meet regularly to help us develop P.E. and sport in school and ways in which to develop the children's engagement in P.E. and sport. More information about the work and impact of the Sports Council can be found at:

<http://www.copley.doncaster.sch.uk/our-community/sports-council>

Playground Leaders - Our team of Playground Leaders support a variety of activities and games for children across school. The aim of the sessions is to ensure that all children have a fun and enjoyable playtime, where they can interact and communicate with other children, whilst improving their health, fitness and well-being. For more information about their role, please visit their website page at:

<http://www.copley.doncaster.sch.uk/our-community/playground-leaders>

Anti-Bullying Ambassadors - Our Anti-Bullying Ambassadors lead and promote anti-bullying awareness and positive behaviour messages through school. More information about the work and impact of the Anti-Bullying Ambassadors can be found at:

<http://www.copley.doncaster.sch.uk/our-community/anti-bullying-ambassadors>

Eco Council - Our Eco Council aims to develop environmental awareness across our school community and to care for and develop our local environment, providing children with opportunity to develop their social and leadership skills. For more information, please visit our website at:

<http://www.copley.doncaster.sch.uk/our-community/eco-council>

Curriculum Links

Many aspects of P.S.H.C.E. are taught through other curriculum areas:

English: The use of stories that illustrate emotions and dilemmas. Speaking and listening objectives can also be fulfilled through the use of discussions related to P.S.H.C.E. issues.

Mathematics: Aspects of financial capability, counting and sharing.

Science: Health issues, smoking, drugs, RSE, healthy eating, personal safety and keeping clean.

Design and Technology: Considering the needs of others when designing and making, working co-operatively.

Computing: Communicating via email, finding information on the Internet and E Safety (See **E Safety Policy** for further guidance.)

History: Considering bias in historical sources, the reasons for and the impact of historical events.

Geography: Environmental issues, sustainable development, land use, the needs and wants of different groups.

Art and Design: Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

Music: Issues of cultural diversity and their value.

P.E.: Health and safety, development of personal and social skills through individual and team games and an understanding of a healthy lifestyle.

R.E.: The diversity of religious and moral beliefs and the underpinning values of these. How such values influence personal and social relationships and individual choices.

P.S.H.C.E. will be also addressed through whole school events such as reward assemblies, fundraising events, enterprise events, express events to showcase the children's learning, community links, school visitors and by giving children opportunity to take part in a range of leadership roles.

Monitoring and Evaluation

The policy will be monitored by the subject leader to ensure it is up to date, relevant and meeting the needs of our children. It is the subject leader's responsibility to offer professional support to colleagues and to ensure the P.S.H.C.E. curriculum is balanced, effective and demonstrates progression.

It will be monitored by:

Informal evaluations of pupil development with staff and children.

Monitoring of planning, resources, children's work, teaching and learning.

Teaching and Learning

Discussion, role play, group work, individual work, use of audio-visual aids, achievable target setting, use of a range of resources, visits out of school, visitors, real life situations and residential experiences all have a part to play in the way P.S.H.C.E. is taught at our school. Our Year 5 educational visit to Robinwood Activity Centre and our Year 6 educational visit to Northumberland enhance the P.S.H.C.E. curriculum and foster independence, team work, social skills and resilience.

The Copley Junior School Learner Values

At Copley Junior School, we believe in developing the 'whole child'. Our Learner Values support our school ethos of helping children to develop important life skills and are embedded throughout our school and our curriculum.

Our Copley Junior School Learner Values were chosen by a whole school pupil vote as well as discussions with our teaching team, governors and the Parent Forum.

Our seven Copley Junior School Learner Values are:

RESPECT

- Value yourself
- Treat others as you expect to be treated
- Look after our resources and our school
- Understand and celebrate that we are all different

PERSEVERANCE

- Take on challenges
- Learn from your mistakes
- Keep on trying hard

SELF-BELIEF

- Be confident
- Trust in your abilities
- Aim high

INDEPENDENCE

- Find out information yourself
- Use your own effort to gain knowledge and understanding
- Develop the skills to look after yourself

CREATIVITY

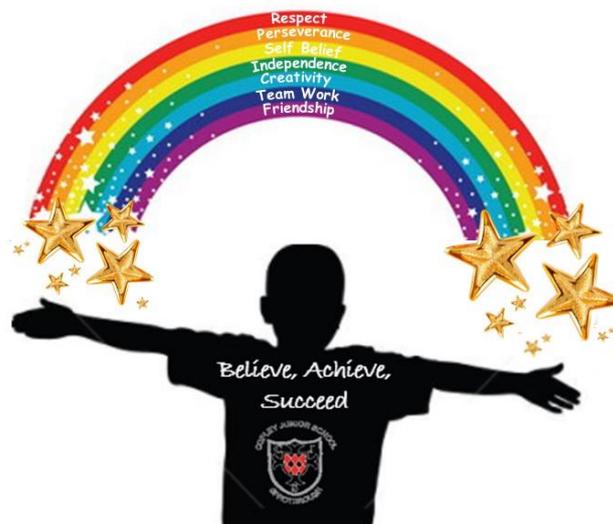
- Unlock your imagination
- Be original
- Develop your individual gifts and abilities
- Engage in a wide variety of experiences

TEAM WORK

- Work and cooperate well with others
- Listen to and encourage others

FRIENDSHIP

- Play and work well with others
- Be kind, polite and caring



Answering difficult questions

Responses to individual pupils' questions are given sensitively and with consideration to their age and level of understanding.

Assessment

Class teachers will be responsible for the monitoring and assessment of their pupils' progression in P.S.H.C.E. Assessment will focus on the knowledge, skills and understanding of pupils.

Links with other policies

Linked policies include: Safeguarding Children and Young People, SEN, SEND Information Report, Equal Opportunities, Positive Behaviour, Anti-Bullying, Promoting British Values, Emotional Health and Well-Being, E-Safety and Acceptable Use, R.S.E. and Confidentiality.

Policy reviewed and updated by all staff and governors of the Curriculum and Standards sub committee: March 2019