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## **Etwall Primary School**

### **Personal, Social Health & Citizenship Education Policy**

#### **Aims and objectives**

This school is committed to investing in our pupil's health and well being and by doing this we assist the process of raising the pupil's achievements.

Personal, Social, Health and Citizenship Education (PSHCE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Therefore PSHCE underpins our school ethos.

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 to recognise their own self worth, work well with others and become increasingly responsible for their own learning. They reflect on 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.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council.

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.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

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

- identify their own emotions and those of others
- to manage emotions and relationships confidently and sensitively
- to manage change
- develop self-respect and empathy for others
- to make choices based on an understanding of difference and with an absence of prejudice
- to make and carry out informed decisions
- explore the risks and consequences of their own and others' actions & choices
- develop an appreciation of the consequences of choices made

- manage conflict
- coping with and resisting unwelcome peer pressure
- develop inter-personal skills
- develop a sense of belonging
- have opportunities to develop a positive self image
- learn about themselves
- learn about playing a positive and active role as citizens
- To promote British values

### **How PSHCE is provided:**

1. Within the taught, age appropriate, SEAL and ASK programme managed by the PSHCE Co-ordinator
2. Through other curriculum areas delivering aspects (e.g. Science, Literacy, Topic, Religious Education and Assemblies.)
3. Pastoral support for pupils who experience difficulties (please see Confidentiality Policy)
4. Via targeted intervention where appropriate with vulnerable individuals
5. By the provision of appropriate information through leaflets and books
6. Delivery in response to incidents

## **Teaching Methods & Resources**

### **Continuity and Progression**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. All pupils will receive regular, timetabled PSHCE teaching. PSHCE will be taught both as a discrete subject and through other appropriate cross-curricular links.

### **Safe Learning Environment**

PSHCE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion

### **Active learning**

Active learning methods, which involve children's full participation, will be used.

### **Answering and Asking Questions**

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHCE Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that encourages positive participation

- Pupils may have opportunities to write down questions anonymously and post them in a worry box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

### **Visitors**

We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches and religions, whom we invite into school to talk about their role in creating a positive and supportive local community.

### **Resources**

Teaching resources are kept in classrooms and with the PSHCE Co-ordinator. Additional resources and a selection of reference materials for sensitive issues are available in the staff room.

### **Equal Opportunities**

The school's programme of study for PSHCE is designed to ensure that all children have full and equal access.

Children may have varying needs regarding PSHCE depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHCE that is relevant to their particular needs.

To achieve this, the school's approach to PSHCE will take account of:

- The needs of boys as well as girls
- Varying home backgrounds
- Sexuality
- Special educational needs

Please see the SRE policy for more detailed guidance on these four areas.

The school also recognises the need for extra, targeted work with vulnerable pupils.

### **Ethnic and Cultural Diversity**

Different ethnic and cultural groups may have different attitudes and experiences to bring to PSHCE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with Safeguarding.

### **To Promote British Values**

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. Through their provision of SMSC, schools should:

- 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.

### **Assessment and recording**

Teachers assess the children's work in PSHCE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We do not set formal examinations in PSHCE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

### **Monitoring and evaluation**

The programme is regularly evaluated by the PSHCE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.