

POLICY FOR
PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

A. Mission Statement and Introduction

We work to provide high quality education within a caring, secure and stimulating school environment, which promotes Christian values based on the teachings of the Church of England.

Our children are given every opportunity, help and encouragement to develop academically, emotionally, physically, socially and spiritually to their full potential.

DOING OUR VERY BEST AND CARING FOR EACH OTHER

The Parish of St. Marychurch and the surrounding area comprise a wide socio-economic mix. The population is reasonably stable with an element of transience. Within the school, the percentage of pupils who have a special educational need is higher than the national average.

At St. Marychurch School, all staff have an important role to play in the Personal, Social, Health and Citizenship Education (hereafter referred to as PSHCE), of all pupils. We also enlist the support of parents, professionals and the wider community in helping pupils to progress in this area.

B. Aims and Objectives

We aim to equip pupils with the knowledge, understanding and skills that enable them to become effective learners and support them as they move from childhood through adolescence to become independent young people and thoughtful, responsible citizens.

PSHCE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment; and
- act in the wider world in a way that makes the most of their own and others' human potential.

The objectives of the PSHCE programme are to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences, emotions and difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage effectively in the task of learning;
- encourage reflection about values, attitudes, choices and beliefs;
- promote a healthy and safe lifestyle; and
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world, enabling them to become active members of our democratic society

All of these objectives contribute significantly to the five outcomes for 'Every Child Matters' (Children's Act 2004) - that pupils 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

C. Curriculum

1. Requirements

In the **Early Years Foundation Stage**, the statutory framework states:

'Children must be provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.'

At **Key Stages 1 and 2**, the Qualifications and Curriculum Authority (QCA) has defined four strands within PSHCE, which are used to organise the learning outcomes.

1. developing confidence and responsibility
2. preparing to play an active role as citizens
3. developing a healthy, safer lifestyle
4. developing good relationships and respecting the differences between people

2. Programmes of Study

We have adopted the Primary **SEAL** (Social and Emotional Aspects of Learning) programme as the core vehicle for delivering a whole school systematic and spiral approach to teaching and learning. The SEAL programme offers a framework for promoting the social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The **Torbay Framework for PSHCE/Citizenship/SEAL** is currently being implemented to ensure all aspects of **Health and Citizenship Education** are delivered alongside SEAL.

At Key Stages 1 and 2, **Drugs Education** and **Sex and Relationships Education** are delivered through both the Science and PSHCE curriculum programmes (refer to Drugs Education Policy and Sex and Relationships Education Policy).

3. Long Term Plan

Primary SEAL is organised into seven themes which are revisited every year.

- New Beginnings (September/October)
- Getting on and falling out (November/December)
- Say no to Bullying (to coincide with Anti-Bullying Week)
- Going for goals! (January/February)
- Good to be me (February/March)
- Relationships (April/May)
- Changes (June/July)

Health and Citizenship themes are planned alongside SEAL as outlined in the attached PSHCE Long Term Plan.

In the **Early Years Foundation Stage**, planning for pupil's Personal, Social and Emotional Development links closely with the 'development matters' statements identified across all six strands of this area of learning, which lead to the Early Learning Goals. In the reception class, children additionally take part in a 'Social Use of Language Program' (SULP) at the beginning of each academic year.

4. Continuity and Progression

There is a clear programme of planned activities for PSHCE across the whole school. This is in addition to what children learn from the Early Years Foundation Stage Curriculum, in subjects of the National Curriculum and Religious Education.

5. Links With Other Curriculum Areas

Opportunities exist throughout all curriculum areas for promoting pupil's PSHCE. Specific curriculum links to SEAL are explicitly identified in a series of documents compiled by the local authority consultant and include, R.E, Speaking and Listening, Literacy, Maths, Science, ICT, Design and Technology, Geography, History, P.E, and Creative Development (Art, Drama, Music).

6. Organisation

PSHCE themes are taught through:

- discrete curriculum time; and
- other National Curriculum subjects (core and foundation).

In the **Early Years Foundation Stage**, pupils undertake the majority of activities with their class teacher, working as a member of a group or whole class. At **Key Stage 1 and 2**, discrete SEAL is taught during teachers planning, preparation and assessment time by higher level teaching assistants. Class teachers reinforce teaching and learning

in SEAL and make cross curricular links where appropriate. Other aspects of discrete PSHCE are taught directly by class teachers.

PSHCE is supported by:

- R.E and collective worship themes;
- class assemblies;
- school council;
- playground buddies/peer mediators;
- records of achievement;
- extra curricular activities including school activities and events;
- visits and residential trips; and
- links with the local community.

D. Teaching and Learning

PSHCE is taught most effectively through interactive learning. Lessons include time for

- individual reflection on the subject in hand;
- small group decision making;
- the sharing of ideas by the whole class;
- opportunities for reporting back; and
- planning for implementing what has been learned/decided, where appropriate.

Contexts for lessons may include:

- brainstorming or mind-mapping;
- role play;
- simulation;
- visits;
- visitors; and
- circle time.

Circle time is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all; and
- the inclusion of all adults and children, and the sharing of ideas with the whole group.

E. Equal Opportunities and Inclusion

PSHCE positively supports the school's policies for equal opportunities and inclusion. We teach PSHCE to all pupils, regardless of their ability, and provide learning opportunities matched to the individual needs of pupils with learning difficulties. When teaching PSHCE, teachers and teaching assistants take into account the targets set for pupils in their Individual Educational Plans, some of which may be directly related to PSHCE targets.

For gifted and talented pupils, we aim to provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class, school or wider community.

PSHCE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and groups to consider who, how and why people are excluded.

F. Assessment for Learning

In the **Early Years Foundation Stage**, on-going observations are used to monitor and assess children's progress in their Personal, Social and Emotional Development. Formative assessments are recorded on individual children's profiles which include their 'Passport', 'All About Me' books and Target Tracker. Summative assessments are made on the Early Years Foundation Stage Profile at the end of the Reception year. At transition to Reception and Year 1, parents receive a written report outlining their child's achievement in relation to 'development matters' and Early Learning Goals.

At **Key Stage 1 and 2**, formative assessments are made at the end of each half term using the 'PSHE/SEAL Assessment and Recording Sheet' from the Torbay Framework. Pupils have ongoing opportunities to engage in self-assessment and one piece of work per year is sampled for their individual portfolios.

There is no statutory requirement for assessments at the end of Key Stage 1 and 2. However, summative assessments are made on annual reports to parents in relation to pupil progress against QCA end of key stage statements.

It is the responsibility of individual class teachers to liaise with the Inclusion coordinator to identify pupils whose progress is well above or below that which is expected.

G. Healthy Schools Standard

PSHCE is strongly supported and underpinned by ongoing work towards the National Healthy Schools Standard.

H. Resources

Reference materials and resources for planning PSHCE are stored in a central location. Each planning team also has a SEAL folder. The PSHCE coordinator maintains a folder on the staff server where staff can access documents and materials relating to all aspects of PSHCE.

I. Monitoring and Evaluation

The PSHCE coordinator is responsible for monitoring and evaluating the effectiveness of teaching and learning in PSHCE.

This policy will be reviewed every two years.

Policy reviewed May 2008

PSHCE Coordinator: Jo Ley