SHANKLEA PRIMARY SCHOOL

Personal and Social Education Policy

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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Personal, Social and Health Education and Citizenship Policy

(also see: Drugs; Sex and Relationship Education)

1 Aims and objectives

1.1 At Shanklea Primary School we believe that PSHCEE and citizenship, economic well-being should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.2 The objectives of PSHCEE and citizenship are to enable the children to:

- Develop the knowledge and skills to enable them to become confident, healthy individuals
- Develop a safe and healthy lifestyle
- Understand what makes a good relationship for others
- Have respect for others in school and in the outside world
- Develop own sense of self-esteem and emotional well-being and encourage others to do so
- To make the most of their own abilities
- Be independent and responsible members of a community, such as school
- Develop knowledge of ways in which individuals can contribute to society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community
- Acquire enduring values and aspirations

2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHCEE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or leaving service), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Thinking skills are promoted throughout PSHCEE activities and involve information processing, reasoning skills, enquiry skills, creative and reflective thinking as well as evaluating skills. This may take place in class or a whole school assembly platform.

3 PSHCEE and citizenship curriculum planning

3.1 We teach PSHCEE in a variety of ways including introducing PSHCEE topics through teaching other subjects. For example, when teaching about local environmental issues in geography, this might afford opportunities to question and find out about issues which are of concern to us. Also, there is a large overlap between the programme of study for religious education and the aims of PSHCEE. The school uses the SEAL materials and also national health programme initiative as well as the QCA units for the teaching of PSHCEE. This ensures that there is planned progression and continuity throughout the Key Stages. SRE training for staff follows the statutory requirements regarding 'Keeping Children safe in Education, March 2015.' The Northumberland County Council Action Plan 2015-2018 is referenced and underpins any work in the primary school curriculum.

3.2 We also develop PSHCEE through various activities and whole-school events, for example the school council representatives from each form meet regularly to discuss school matters. At Shanklea Primary School the children in Year 6 are given the opportunity to become play leaders whereby they act as a buddy in the playground to other children in school. This helps to promote the children's self-esteem which in turn gives them a sense of responsibility and help reduce the number of playground incidents. Key Stage 2 children experience residential visit, including to Alnwick and Edinburgh, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

3.3 Friday afternoons are dedicated to pastoral activities where children meet in castle groups to fulfil whole school personal and social objectives. The school has recently been given national accreditation from the Anti-bullying Alliance for our pro-active anti-bullying work. Castle portfolios consistently record the children's PSHCEE work.

3.4 Pupils and parents are given an opportunity to voice their opinions through the School Council, worry boxes, and our open door approach where they can request an appointment to see a member of staff. Relevant issues can be raised through PSHCEE and issues of a confidential nature are dealt with in a sensitive manner (see confidentiality policy).

3.5 Pastoral care is supported by anti-bullying policy, Behaviour and Discipline policy, safeguarding children and class/school rules. School rules encourage and promote positive behaviour with rewards and sanctions clearly stated.

4 The Foundation Stage

4.1 We teach PSHCEE in foundation stage as an integral part of the our topic work. We relate the PSHCEE aspects of the children's work to the objectives set out in the Foundation Stage Profile. Our teaching in PSHCEE matches the aim of developing a child's personal, emotional and social development as set out in the EYFS. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHEE and citizenship to children with special needs

5.1 We teach PSHCEE to all children, regardless of their ability. All children are considered as individuals and are not discriminated against by any other means. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of in Individual Education Plan (IEP). When teaching PSHCEE teacher take into account the gargets set for the children set for the children in their IEPs, some of which targets may be directly related to PSHCEE targets.

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

6 PSHEE and citizenship and ICT

6.1 ICT makes a contribution to the teaching of PSHCEE in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. As well as working in class children also have the opportunity at some time in their school career to attend the internet club. There is consequently an Internet Agreement Policy which all children/parents are invited to sign up to. This agreement aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

7 Assessment for learning

7.1 Our teachers assess the children's work in PSHCEE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it 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.

7.2 Teachers are responsible for monitoring the achievements of pupils in PSHCEE. We report these achievements to parents each year in the children's annual written reports and also when teachers meet with parents at Parental Consultation evenings.

7.3 We encourage pupils to contribute to the life of the school and the community.

7.4 We do not set formal examinations in PSHCEE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

8 Resources

8.1 Each teacher keeps resources for PSHCEE in their classroom, we have additional resources in the library. Our PSHCEE coordinator holds a selection of reference materials for teaching sensitive issues (this links with the SRE and drug policies).

9 Monitoring and review

9.1 Our PSHCEE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Our coordinator is also responsible for giving the Head Teacher an annual action plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. We allocate special time to our coordinator to enable him/her to review samples of children's work, and to observe teaching in the subject.