

# Moldgreen Community Primary School



# Policy for Personal, Social, Health Education and Citizenship (PHSCE)

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## **1. Rationale**

At Moldgreen Community Primary School we are committed to the welfare of our pupils and staff. PHSCE is formally delivered during lessons, but it is happening all the time through the ethos of the school, and through the way in which staff and pupils interact.

## **2. Aims and Objectives**

Our aims must be to help children to be healthy, vigorous in body and lively in minds in order that in later life as they grow towards maturity, the knowledge which life demands is more easily mastered.

PHSCE encourages children to become healthy and independent and responsible members of society. We also encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

We aim to 'give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, mature, responsible citizens'.

The DfE published a new National Curriculum in September 2014. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is:

*'An important and necessary part of all pupils' education'*

To achieve within these aims, we need to focus on the four objectives contained within the Kirklees Framework for PHSCE which are;

- To develop self-esteem, confidence, independence, and responsibility, and to make the most of their abilities.
- To play an active role as future citizens and members of society
- To develop healthy life-styles and keep themselves and others safe
- To develop effective and fulfilling relationships and to learn to respect the differences between people.

Pupils will also explore the concept of 'Britishness' which are;

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs.

### **3. Teaching and Learning**

We are currently using the scheme of work as recommended by the PSHE Association and the Early Years Foundation Stage Framework to plan and teach. The PSHE Association has identified three sets of 'essential skills' that pupils should understand and will be covered in the whole curriculum not just PSHE lessons:

Many aspects of PSHCE relate to attitudes and abstract concepts, such as respect, so cannot be taught as discrete subjects. To encourage children to develop their attitudes in these areas of the curriculum, the whole school ethos contributes by encouraging;

- Self- awareness
- Decision making
- Communication
- Group skills
- Empathy
- Co-operation
- Awareness of the wider community
- Love and care
- Responsibility to others
- Friendships
- Recognising the needs of other
- Acceptance of differences

The delivery of PSHCE is a mixture of discrete lessons as well as through cross curricular planning. It is recognised that pupils learn best in this area by active learning methods, these will be encouraged at all times. Active teaching approaches will be used and pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

The actual lessons will normally be delivered by class teachers or year group leaders, sometimes assisted by members of outside agency such as the school nurse or a Community Police Officer.

The teaching methods used will vary according to the subject matter, and each lesson may include one or more of the following:-

- co-operative group work
- peer tutoring
- drama/role play
- creative activities
- structured discussions
- circle time

#### **4. Rights Respecting Schools**

As part of our school ethos and curriculum we are following the principles of RRSA. All classrooms have their own class charter and displays and teaching are linked to the articles. Children are made aware of their own rights and how they can impede on others' rights. All staff should model the preferred vocabulary from the United Nations Convention on the rights of the child (UNCRC).

#### **5. Assessment, Recording and Reporting**

As the PSHCE curriculum promotes essential life skills and is set in the context of much cross-curricular content, it is often difficult to assess. Teachers will assess by looking for evidence of the following when appropriate:-

- factual learning
- attitudes to learning
- behaviour
- quality of relationships
- respect for others
- respect for property
- contributions to school/community life
- ability to show initiative
- willingness to take responsibility
- ability to assimilate/reflect on alternative viewpoints

Although some of these dimensions maybe assessed by formal methods, many can only be recognised by observations, which will be recorded by the teachers on the child's annual report.

#### **6. Inclusion and Equal Opportunities**

We teach PSHCE to all children, regardless of their ability, age, gender and ethnicity. We provide learning opportunities matched to the individual needs of any children taking into account their stage of development and differentiate the work accordingly.

#### **7. Resources**

PHSCE resources are kept in the central resource area and include a wide variety of materials, including books, posters, educational packs, internet resources are also used. To assist teachers in their planning and delivery of lessons we are members of the PHSE Association and the PHSCE co-ordinator attends regular network meetings to keep up to date with the latest recommendations.

## **8. Role of the Leadership Team in Monitoring and Reviewing**

The Leadership team is responsible for monitoring the standards of children's work, the quality of teaching. The Leadership Team supports colleagues in the teaching of PSHCE by giving them information about current developments in the subject and by supplying resources when needed. The Leadership team is also responsible for reporting annually to the Head teacher on the subject, evaluating strengths and weaknesses and indicating areas for further development and suggesting training opportunities for staff as they arise.