

Personal, Social, Citizenship and Health Education Policy

Reviewed on: September 2021

Next review: September 2022

**St George's CEP School
Wrotham
Kent**



Policy For Personal, Social, Citizenship and Health Education **(PSCHE)**

PSCHE takes place throughout all aspects of life at St. George's. It allows our pupils to develop as members of school, local, regional, national and global communities. It is part of the broader framework for personal, social and health education (PSHE) and citizenship and aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens.

Pupils attending St. George's enter Reception with a wide variety of home and pre-school experiences and are at very different stages of personal and social development. Our aim is to build on and compliment this learning in relation to moral values and attitudes and awareness of society and develop the children personally and emotionally, and as young citizens.

1. Aims & Objectives

PSCHE enables children to become healthy, independent and 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 about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSCHE are to enable the children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school community
- Make informed and responsible choices about themselves and others
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem. And make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

2. Principle of Teaching and Learning

Our PSCHE policy is about people and how they develop and fit into an ordered society. It is taught as a unit in its own right but also takes place across the curriculum as its teaching is affected by the ethos of the school.

We use a range of teaching and learning styles. Group work, circle time, debate, discussion, role-play, the use of visitors and outside agencies. We recognise the importance of speaking and listening skills and circle time is a key to developing the children's role development. It enables the teacher to be involved as a facilitator to guide and enable the children to learn about themselves and their interactions with others.

We encourage the children to take part in a range of whole school activities that promote active citizenship, e.g. charity fundraising, participation in school events such as an Act of Worship, pupil questionnaires and School Council. We invite visitors to support, enrich and extend classroom teaching to complement our creative curriculum journeys. As teachers we always remain present and retain overall responsibility in the classroom. This enables the children to hear visiting speakers, such as health workers, police and representatives from the local church or charities, whom we invite into our school to talk about their role in creating a positive and supportive local community.

A culture of achievement is promoted within the school through the celebration of pupils' accomplishments in lessons and in Worship. Upper KS2 children are encouraged to undertake special tasks and duties throughout the school, e.g. Year 6 Buddies with the Reception children.

The PSCHE programme also incorporates Relationships and Health Education, Drugs Education, Mental Health and Wellbeing programmes. Both have separate policies.

3. PSCHE Curriculum Planning

We teach PSCHE through a range of activities and resources. A yearly overview of coverage is given to each class and this is progressive through the school. PSCHE is continually taught as a discrete subject as well as it being an integral part of many aspects of school life, including establishing class rules, settling disputes, playing during break times.

We also introduce PSCHE through other subjects, e.g. discussion of issues in story time, learning about other beliefs and cultures in RE, studying health and physical wellbeing issues in Science and PE.

We also develop PSCHE through activities and whole-school events, e.g. daily Acts of Worship, school visits and fund raising activities.

4. Teaching PSCHE

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children, including those with special needs, and to the learning objectives set out in the National Curriculum and Early Learning Goals in Early Years.

In relation to some sensitive issues, the teacher needs to ensure that this discussion takes place within a moral and legal framework. Parents are informed of lessons regarding the changing adolescent body /drug education teaching and are invited to view and the teaching materials.

Regarding Equal Opportunities, where appropriate the teaching materials and individual group activities reflect the cultural and ethnic diversity of British Society. We try and avoid stereotyping, in terms of race and gender, and pupil's progress is monitored to ensure no pupil is disadvantaged. Pupils' religious beliefs will be respected.

5 Assessment and Reporting

Teachers assess the children's work in PSCHE by making informal formative assessments through observations in lessons and other situations, e.g. playtimes. We have clear learning intentions for each year group.

We report pupils' achievements to parents 3 times a year during parent's evenings and through the annual written report.

6 Resources

Resources appropriate to the different year groups are kept by each class teacher. The PSCHE subject leader holds information regarding extra material that is available.

7 Monitoring and Review

The PSICHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSICHE by giving them information about current developments in the subject. The subject leader is also responsible for producing a subject action plan and leading the PSICHE and citizenship policy development.

This policy will be reviewed annually or in the light of future developments.

Miss N Brownfield
PSICHE Subject Leader