

Appleton Wiske Community Primary School

Personal, Social, Health Education and Citizenship Policy

PSHE & C – Personal, Social, Health Education and Citizenship

PSED – Personal, Social and Emotional Development

SMSC – Spiritual, Moral, Social and Cultural

SEMH – Social, Emotional and Mental Health

SEAL – Social and Emotional Aspects of Learning

Our curriculum threads PSHE & C, PSED, SMSC and SEMH across all subject areas and school life. PSHE & C is a fundamental educational entitlement to all pupils at our school. 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 the school and their community. In doing so, pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Our PSHE & C curriculum includes the study of culture, ethnic diversity, physical differences and difference of experience. Pupils acquire understanding of and respect for other people and their values, and they are encouraged to learn that open-mindedness and the questioning of assumptions are valuable attributes. We believe that a high quality PSHE & C curriculum will ensure good physical and emotional health and wellbeing.

Equal Opportunities

We teach PSHE & C to all pupils regardless of abilities. We view equal opportunities in the widest possible sense as embracing the wellbeing, contribution and development of all members of the school community irrespective of gender, race, religion, ability, disability, age or socioeconomic group.

Planning

PSHE & C is included in our long-term thematic planning and teachers produce a medium term plan for each curriculum area. Every half term we focus on one of the six specific SEAL themes. We use additional resources as appropriate, such as CHIPS (Challenging Homophobia in Primary Schools). The PSHE & C and RE curriculum leader draws up a termly programme for whole school assemblies and collective worship in conjunction with visiting clergy. In planning the curriculum, we provide:

- A clear and consistent framework of values.
- A classroom climate that encourages a high level of interest for all pupils.
- Opportunities for personal growth outside the classroom.
- Individual and group work, discussion and role play.
- Problem solving activities.
- Positive self-assessment
- Active participation in the community

Teaching and Learning

PSHE & C takes place throughout the school day. It is reflected in the ethos of the school, the positive relationships between pupils and staff, school displays, the outside environment and Pupil Voice. PSHE & C is also taught: as a discrete subject; as part of the broader curriculum; during assemblies; on school trips and residential visits; through curriculum enrichment, for example raising money for charity and taking part in local community ventures. By the end of EYFS and Key Stage 1, pupils will have learnt about themselves as developing individuals and as members of their communities. They will know basic rules and skills for keeping themselves healthy and safe and for behaving well. They will have shown that they can take some responsibility for themselves and their environment. They will know about their own and other people's feelings and be aware of the views, needs and rights of other people. They will have a voice that is listened to. They will demonstrate their developing social skills through sharing, taking turns, playing, helping others, resolving arguments and resisting bullying. They will be beginning to take an active part in their school and its neighbourhood. By the end of Key Stage 2, pupils will have learnt about themselves as growing and changing individuals with their own experiences and ideas. They will have become more mature, independent and self-confident. They will have learnt about the wider world and the interdependence of communities within it. They will be developing their sense of social justice and moral responsibility and will have begun to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They will begin to take a more active part in school and community activities. They will make more confident and informed choices about health and the environment, taking more responsibility, individually and as a group.

Assessment

In line with our assessment policy, assessment of PSHE & C is ongoing and used to inform planning. Pupils' progress is reported to parents/carers during formal consultations, informal discussions and termly written reports. Evidence of PSHE & C, SMSC and British Values are monitored during lesson observations and learning walks.

Cross Curricular Links

PSHE&C and SMSC can make a distinctive contribution to many areas of the school curriculum such as:

- English, as it actively promotes the skills of reading, writing and in particular speaking and listening through debating topics and issues.
- Science, as it teaches about our bodies, growing and staying safe.
- Physical Education, as it teaches children about right and wrong, being fair, taking part, being healthy, competing and working as a team.
- Computing, as it allows pupils to apply their skills through activities such as word processing, multi-media sources and the use of search engines.
- RE, as it enables pupils to acquire an appreciation of and respect for their own and other cultures.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils are taught:

- To recognise hazards, assess risks and take steps to control the risks to themselves and others
- To use information to assess immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

This policy should be read alongside the following policies:

FBV – Fundamental British Values

RE – Religious Education

RSE – Relationships and Sex Education

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