

# ST LUKE'S C OF E PRIMARY SCHOOL



## PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION POLICY

# PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

## Our Vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

*"In Essex, every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard; so that all are able to shape their destinies and create a better world."*

## Introduction

At St Luke's C of E Primary School we aim to support the children as individuals both academically and emotionally. This document will outline our aims, principles and the strategies for the teaching of PSHE and Citizenship.

## Aims of PSHCE

- To provide pupils with the knowledge, skills and understanding they require to lead confident, healthy and independent lives and to become informed, actively responsible citizens.
- To encourage children to understand how to value themselves and others within the wider community and to develop respect for individual differences.
- Understand the need to live balanced and healthy lifestyles and how to look after themselves.
- To promote each child's spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- To keep high the profile of emotional health and well-being within the school.
- To record and communicate each child's progress throughout their time at school in order to support each individual's academic and emotional needs.
- To support each pupil's ability to manage their own behaviour and the decisions that they make.

## How do we ensure that our aims are achieved?

We aim to:

- Promote a positive environment that builds on self-esteem, self-discipline and self-confidence.

- Consider social and moral dilemmas that the children may come across in life and to enable them to develop strategies for solving problems and resolving conflict (e.g. smoking, money, resources).
- Provide opportunities for self-assessment and target setting that encourage children to become increasingly responsible for their own learning within a positive environment that allows children to feel valued and secure.
- Develop the ability and confidence to express feelings, concerns, opinions and ideas.
- Encourage respect for others (their feelings, concerns, opinions and ideas).
- Promote opportunities for successful co-operative and collaborative work.
- Use effective reward and sanction systems.
- Involve parents and the local community in recognising the success of individuals (e.g. school productions, singing performances, Church Services, events held for the elderly).
- Provide opportunities for children to meet and talk with people by involving key members of the community in PSHCE education (e.g. school nurse, governors, church, etc).
- Encourage children to make real choices and decisions about themselves, their school and the community and to participate in democratic structures (class rules, debates, School Council).
- Enable children to have access to information and advice (e.g. from older pupils, mid-day supervisors, through helplines, by understanding about welfare systems in society). *(DFEE, National Curriculum 2000)*

### **PSHE and Citizenship include:**

1. An introduction to the school and the way it functions as an organisation.
2. Safety in school.
3. Safety in the community.
4. Physical, social and emotional development.
5. Sexual health and relationship education.

### **When and where does the teaching of PSHCE take place?**

Opportunities for PSHCE occur through planned aspects of the curriculum, during timetabled sessions and as a result of incidents which occur on a day-to-day basis.

There are different forms of curriculum provision for PSHCE:

- Discrete curriculum time.
- Teaching of PSHCE within other curriculum areas.
- Through PSHCE activities and school events.

### **PSHCE Provision**

Class teachers are responsible for delivering a blocked weekly unit of discrete PSHCE teaching each term. A range of different teaching strategies and materials are provided to ensure our aims are achieved. This may take the form of direct teaching, child or teacher led discussions, open forums, circle time, debates, outside visitors etc.

### **Provision through other curriculum areas**

Class teachers and visiting agencies provide links between PSHCE and other curriculum areas. See Appendix A for summary of links with other programmes of study.

## **Whole school PSHCE activities and events**

Celebration of children's individual strengths and achievements occur through class assemblies, festivals, school sports and musical activities and drama.

Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together and for them to develop and maintain relationships under different circumstances.

Children are encouraged to become involved in charitable events such as fundraising at Harvest and Christmas time.

## **Responsibilities**

All members of the school community are involved in the implementation and management of the PSHCE curriculum. Where practical, children themselves will be involved in the implementation of this policy and its aims.

The Senior Management Team will:

- Lead the planning and recording of PSHCE.
- Monitor and review the teaching of PSHCE throughout the school at regular intervals.
- Feed back to the co-ordinator the outcomes of monitoring sessions and observations.
- Continuously promote PSHE and Citizenship within the whole school approach.
- Work with the co-ordinator to identify and develop strategies that will support the aims of PSHE and Citizenship.

The Co-ordinator of PSHCE will:

- Continuously promote PSHCE within the whole school approach.
- Encourage and support the teaching of PSHCE for all members of the staff.
- Order and organise resources to effectively implement the curriculum.
- Work with the SLT to identify ways and develop strategies that will support the aims of PSHCE.

## **Assessment, recording and reporting**

Assessment provides a record of children's knowledge and understanding and how well they can use this in developing skills and attitudes.

Assessment for PSHCE is not statutory at KS1 and 2. However, progress is reported to parents through parent/teacher meetings and is based on clearly defined learning outcomes derived from the National Curriculum guidance.

Self-assessment will play a major role in PSHCE as well as in other curriculum areas. This will enable children to become increasingly responsible for their own learning.

## Links to other school policies

Other whole school policies contribute to PSHCE:

- Safeguarding Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Sex and Relationships Education Policy
- Drug Education Policy
- Religious Education Policy
- Physical Education Policy
- Special Educational Needs Policy
- Early Years / Foundation Stage Policy

Resources

See appendix 'B'

## Appendix A

### PSHCE links with other curriculum areas:

- English: skills in enquiry and communication; stories that illustrate aspects of personal and social development; philosophy
- Mathematics: aspects of financial capability; counting and sharing.
- Science: drugs (including medicines and solvent abuse); sex; health; safety and the environment.
- Design and Technology: health and safety; healthy eating, realising that people have needs as they generate design ideas; use of technology.
- ICT: communicating with others via e-mail; finding information on the internet and checking its relevance.
- History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events ideas and experiences of people from the past.
- Geography: topical issues concerning environment, sustainable development, land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression.
- Physical education: teaching and learning about health and safety; development and leadership of personal and social skills through team and individual activities, games and sports.
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
- Extra curricular activities: squabble busters, Learn to Care, Bikeability, Eco-club, sports club, cookery club

## Organisations

### *Citizenship Foundation*

The Citizenship Foundation is an independent educational charity dedicated to encouraging an understanding of the rights and duties of citizenship and the workings of the political, social and legal systems and the democratic process.

The Citizenship Foundation provides training both at the school and the local authority level.

For further information contact: Citizenship Foundation, 15 St Swithins Lane, London, EC4N 8AL (tel: 020 7929 3344, fax: 020 7929 0922, email: [info@citfou.org.uk](mailto:info@citfou.org.uk), website: [www.citfou.org.uk](http://www.citfou.org.uk)).

### *Community Service Volunteers (CSV) Education for Citizenship*

CSV works with schools, colleges and universities throughout the UK to enable young people to be active citizens by addressing real community needs.

For further information, contact: CSV Education for Citizenship, 237 Pentoville Road, London, N1 9NJ (tel: 020 7278 6601, fax: 020 7713 0560, email: [education@csv.org.uk](mailto:education@csv.org.uk), website: [www.csv.org.uk](http://www.csv.org.uk)).

### *Council for Education in World Citizenship (CEWC)*

The Council for Education in World Citizenship is an independent, educational organisation, which focuses on developing active learning opportunities for pupils.

For further information, contact: CEWC, 15 St Swithins Lane, London, EC4N 8AL (tel: 020 7929 5090, fax: 020 7929 5091, e-mail: [info@cewc.org.uk](mailto:info@cewc.org.uk), website: [www.cewc.org.uk](http://www.cewc.org.uk)).

### *Council for Environmental Education (CEE)*

For further information, contact: Council for Environmental Education, 64 London Street, Reading, RG1 4SJ (tel: 0118 959 1955, email: [info@cee.i-way.co.uk](mailto:info@cee.i-way.co.uk), website: [www.cee.org.uk](http://www.cee.org.uk)).

### *Development Education Association (DEA)*

For further information, contact: Development Education Association, 29-31 Cowper Street, London, EC2A 4AP (tel: 020 7490 8108, fax: 020 7490 8123, email: [devedassoc@gn.apc.org](mailto:devedassoc@gn.apc.org), website: [www.dea.org.uk](http://www.dea.org.uk)).

### *Drug Education Forum*

For further information, contact: Drug Education Forum, Joanne Butcher, Co-ordinator, 8 Wakley Street, London, EC1V 7QE (tel: 020 7843 6016).

### *The Hansard Society*

Every general election, the society provides materials to help schools conduct mock elections. It is also developing a portal website, to provide a selective guide to key citizenship sites and sources of relevant information.

For further information, contact: The Hansard Society, St Philips Building, LSE, Sheffield Street, London, WC2 2EX (tel: 020 7955 7459, fax: 020 7955 7492, email: [hansard@hansard.lse.ac.uk](mailto:hansard@hansard.lse.ac.uk) and website: [www.hansardsociety.org.uk](http://www.hansardsociety.org.uk)).

## Appendix B

### Resources

- Bromfield, C & Curry, M Personal and Social Education for Primary Schools through Circle Time NASEN, 1994
- Galloway, F Personal and Social Education in the Primary School PEP, 1989.
- Schwartz, L Practical Dilemmas Key Curriculum Publications, 1999
- Schwartz, L Moral Dilemmas at Home and Alone Key Curriculum Publications, 1999
- Schwartz, L Personal Safety Key Curriculum Publications, 1999
- Schwartz, L Moral Dilemmas at School and in the Community Key Curriculum Publications, 1999
- Wetton, N & Williams, T Health for Life, Ages 4-7 (Health Education Authority) Nelson, 2000
- Wetton, N & Williams, T Health for Life, Ages 8-11 (Health Education Authority) Nelson, 2000
- QCA, Personal, social and health education and citizenship at key stages 1 and 2, initial guidance for schools, 2000
- BNTL, Thinking about Drinking, 2000 (Resource pack)
- FDF, Join the Activators, 2000 (Pupil's food and fitness information books X25)
- Health education resource box available from the Health Education Centre
- Set of Drug leaflets

### Websites

#### National Grid for learning and other websites

A citizenship subject section has been developed for the NGfL and includes links to other relevant sites (website: [www.ngfl.gov.uk](http://www.ngfl.gov.uk))

Citizenship Foundation [www.citfou.org.uk](http://www.citfou.org.uk)

Institute for Citizenship [www.citizen.org.uk](http://www.citizen.org.uk)

Community Service Volunteers [www.csv.org.uk](http://www.csv.org.uk)

Commonwealth Institute [www.commonwealth.org.uk](http://www.commonwealth.org.uk)

Schools Council UK [www.schoolscouncils.org](http://www.schoolscouncils.org)

The Hansard Society [www.hansard-society.org.uk](http://www.hansard-society.org.uk)

Personal Financial Education Group (PFEG) [www.pfg.org.uk](http://www.pfg.org.uk)

Yvote [www.learn.co.uk/Yvote](http://www.learn.co.uk/Yvote)

### ***Institute for Citizenship***

The institute's aims is to promote informed active citizenship and greater participation in democracy and society, by developing innovative projects for citizenship education, encouraging voter participation and stimulating debate.

Junior Citizenship Project, for key stage 2, consists of a project workbook filled with pictures, facts and activities about how the pupil is connected to his or her local community, the council, their MP, and their MEPs. A comprehensive teacher pack accompanies the workbook.

For further information contact: Institute for Citizenship, 62 Marylebone High Street, London, W1M 3AF (tel: 020 7935 4777, fax: 020 7486 9212, email: [info@citizen.org.uk](mailto:info@citizen.org.uk), website: [www.citizen.org.uk](http://www.citizen.org.uk)).

### ***National Health Education Group***

For further information, contact: National Health Education Group, John Bennett, Birmingham LEA, Advisory and Support Service, Martineau Centre, 74 Balden Road, Harborne, Birmingham, B32 2EH (tel: 0121 303 8133).

### ***National Healthy School Standard***

For further information, contact: Marilyn Toft, Health Adviser, Health Education Authority, Trevelyan House, 30 Great Peter Street, London, SW1P 2HW (tel: 020 7413 1929, website: [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)).

### ***National Standing Committee of Advisers, Inspectors and Consultants of Personal and Social Education (NSCOPSE)***

For further information, contact: NSCOPSE, Sue Plant, 2 Neeld Court, Foscoote, Grittleton, Chippenham, Wiltshire, SN14 6AD (tel: 01249 782192)

### ***Schools Councils UK***

Schools Councils UK is an educational charity that trains teachers and pupils, in primary and secondary, mainstream and special schools, to give them the skills and knowledge to set up structures of pupil involvement.

For further information, contact: School Councils UK, 57 Etchingam Park Road, Finchley, London, N3 2EB (tel: 020 8349 2459, fax: 020 8346 0898, email: [jess@scocon.demon.co.uk](mailto:jess@scocon.demon.co.uk) and website: [www.schoolscouncils.org.uk](http://www.schoolscouncils.org.uk)).

### ***Sex Education Forum***

For further information, contact: Sex Education Forum, Simon Blake, Co-ordinator, 8 Wakley Street, London, EC1V 7QE (tel: 020 7843 6052).

### ***Financial Services Authority (FSA)***

For further information, contact: FSA Consumer Education, 25 The North Colonnade, Canary Wharf, London, E14 5HS (tel: 0845 606 1234, website: [www.fsa.gov.uk/consumer](http://www.fsa.gov.uk/consumer)).

### ***Personal Finance Education Group***

For further information, contact: Personal Finance Education Group, 51 Gresham Street, London, EC2V 7HQ (tel: 020 7261 7550, email: [pfeg@abi.org.uk](mailto:pfeg@abi.org.uk), website: [www.pfeg.org.uk](http://www.pfeg.org.uk)).

### ***Pro-Share***

An independent non-profit-making organisation that promotes responsible share-based investment through education and research. For further information, contact: ProShare (tel: 020 7600 0984, email: [proshare.challenge@pearson.co.uk](mailto:proshare.challenge@pearson.co.uk)).