

Ingleby Mill Primary School

Personal, Social, Health, Economic and Citizenship Education (PSHCE) Policy



Date of review	Date of next review
July 2020	July 2022

Ingleby Mill Primary School PSHCE Policy

Rationale

The purpose of this document is to provide teachers, parents/carers and governors with the aims, principles and strategies for the teaching and learning of Personal, Social, Health, Economic and Citizenship Education (PSHCE) at Ingleby Mill Primary School. PSHCE is embedded across our school's curriculum and is firmly rooted in our school's ethos and core values. This document also links with other school policies including the Anti-bullying, E-Safety, Child Protection/Safeguarding, Confidentiality, Behaviour Management and Data Protection policies. It has also been informed by the New National Curriculum non-statutory guidance (DfE, 2013). This guidance states that:

'Personal, Social, Health and Economic (PSHE) Education is an important and necessary part of all pupils' education. All schools should teach, drawing on good practice. Schools [are expected] to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'

("Guidance: Personal, social, health and economic education (PSHE)" (DfE 2013))

PSHCE education makes a major contribution to the school's statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act (2002) such a curriculum must:

'Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

(*Education and Inspections Act 2006; Education Act 2002*)

Importance of PSHCE

At Ingleby Mill we recognise the importance of PSHCE in providing our pupils with the knowledge, skills, values and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible members of society. Pupils are encouraged to play a positive role in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider local community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We teach our pupils about how society is organised and governed and ensure that they experience the process of democracy in school through our school council. At Ingleby Mill we aim to teach all pupils about their rights and responsibilities and to understand and respect our common humanity, diversity and differences so that they can go on to form positive, effective, fulfilling relationships that are an essential part of life and learning.

Recently, we have embarked on a new and innovative approach to delivering PSHCE.

Aims

The aims of PSHCE are to enable the children to:

- Value themselves and have respect for others;
- Be independent and responsible members of the school community;
- 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;
- Learn about local and global issues;
- Develop spiritually, morally, socially and culturally;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues, including the dangers of drugs and alcohol;
- Understand and manage their emotions;
- Acknowledge and appreciate difference and diversity;
- Safeguard the environment.

All of the aims above lead to the promotion and celebration of the 'whole child' at Ingleby Mill. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in all of these areas is essential to raising standards of all pupils and it plays a key role in our school motto outlined below:

Imagine

Make a difference

Persevere

Succeed

Teaching and learning styles

We use a range of teaching and learning styles, placing an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. At Ingleby Mill we encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We also offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. PSHCE is taught through a wide range of teaching strategies, such as circle time, role-play, discussions, investigative games and the use of technology.

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PSHCE curriculum planning and provision

From 2019, we have implemented a new whole-school approach to delivering our PSHCE curriculum at Ingleby Mill. Using the *Action for Happiness – 10 keys to Happier Living* model, we have created a broad set of values to explore throughout both KS1 and KS2.

This model has been created because we all want to live happy and fulfilling lives and we want the people we love to be happy too. So happiness matters to all of us.

Happiness is about our lives as a whole: it includes the fluctuating feelings we experience everyday but also our overall satisfaction with life. It is influenced by our genes, upbringing and our external circumstances - such as our health, our work and our financial situation. But crucially it is also heavily influenced by our choices - our inner attitudes, how we approach our relationships, our personal values and our sense of purpose. All of these values are integral to our approach at Ingleby Mill.

Everyone's path to happiness is different. Based on the latest research, Action for Happiness have identified 10 Keys to Happier Living that consistently tend to make life happier and more fulfilling. Together they spell "GREAT DREAM".



Each half term, a different theme will be explored as a whole school with the other four being covered by different annual events.

Relating
Awareness
Resilience
Emotions
Acceptance
Meaning

These keys are all covered half termly across the whole of school. The idea is to have a model which can be discussed in assemblies, siblings and friends across different year groups can discuss their learning and know that they all have the same focus for that half term.

Giving is covered by each year group having their own charity to support.

Exercising is an integral part of the PE curriculum.

Trying out links to Bright Futures week where children are given the opportunity to see lots of different occupations. This is also covered when children attend Robin Wood and other extracurricular activities that we have to offer at Ingleby Mill.

Direction is linked through our class charters and expectations.

As well as our new PSHCE curriculum, we also make links through other areas of school too. Curricular planning ensures that issues linked with PSHCE are effectively addressed through our cross curricular links. At Ingleby Mill, PSHCE is delivered within a whole school approach, which includes:

- Discrete Curriculum time;
- Allocated lesson times for PSHE and Circle Time;
- Assemblies;
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas including:
 - English: skills in enquiry and communication, stories that illustrate aspects of personal and social development;
 - Mathematics: aspects of financial capability, counting and sharing;
 - Science: (including medicines), sex, health, safety and the environment;
 - Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;
 - Computing: communicating with others via e-mail, finding information on the internet and checking its relevance, e-safety and keeping safe online;
 - 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 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;
 - Through PSHE and Citizenship activities and school events. For example, school council elections and meetings, themed weeks e.g. Friendship Week, sports events, RE visits to different places of worship, events that take place with partnership schools, Y6 residential visit and other school or class organised events e.g. Comic Relief, Children in Need.

Foundation Stage

In Nursery and Reception children are taught about personal, social and emotional development. This is where children are first introduced to wellbeing – knowing who they are, where they fit in and how to feel good about themselves, including personal self-care. Children also learn about the world in the aspect 'People and communities'. Children also taught how to communicate effectively and the importance of good listening skills.

Special Educational Needs and Disability (SEND)

At our school we teach PSHCE to all children, whatever their ability. PSHE and citizenship form part of the school's aim to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make

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progress. We do this by setting suitable learning challenges and responding to each child's individual needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or specialised action to enable the child to learn more effectively and at their own pace. This ensures that our teaching is matched to teach child's individual needs.

The creation of a SEND Support Plan (SSP) for children with special educational needs, may include, as appropriate, specific targets relating to PSHCE. For many pupils, the area of Citizenship is crucially important. Understanding and skills will be developed through involvement in practical activities, which will help pupils cope with life.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

More Able pupils

Children who are More Able in regard to PSHCE will also be identified in planning. Tasks and questions will be differentiated in order to challenge these pupils and adult led tasks are undertaken where possible to support them. Dedicated teaching time may also be allocated to work with some of these children in order to challenge them further and enable them to reach their full potential.

Assessment and recording

Teachers assess the children's work in PSHCE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress. Assessments are recorded on our tracking system Target Tracker.

Working in Partnership with Parents/Carers

We recognise and value the interest, support and involvement of the parents in their children's PSHE and Citizenship Education development and keep them up to date with any developments in this area. We actively encourage parents to help their children in learning through discussions and educational visits where possible. Parents are encouraged to support the school's PSHCE provision and have access to this policy.

The role of governors:

The governors will liaise with the Head Teacher over all aspects of PSHCE at Ingleby Mill.

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head Teacher to arrange for a regular programme of staff development, which will include child protection strategies. This will include training for support staff as well as teachers when required.

The role of the Headteacher

It is the responsibility of the Head Teacher to ensure that, staff, governing body, parents and other appropriate agencies are informed about our PSHCE policy, and that the policy is implemented effectively. The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Personal, Social, Health Education and Citizenship Co-ordinator

The co-ordinator, together with the Head Teacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide CPD relating to PSHCE when required.

Secondary school liaison

Children from Ingleby Mill transfer into a number of secondary schools. Transition meetings and curriculum planning sharing takes place with staff from these schools.

Dissemination and implementation of the policy

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document and reference copies will be available from the Head Teacher. Reference copies are also available from the Head Teacher for all other persons who come into contact with the children.

Date of implementation: July 2020

Monitoring and evaluating the policy: This policy will be reviewed every two years by the Head Teacher, PSHE Co-ordinator and the governing body.