



BRAMCOTE HILLS PRIMARY SCHOOL

## Personal, Social, Health and Citizenship Education (PSHCE)

### Introduction

Personal, Social, Health and Citizenship Education is the planned provision for the personal and social development of **all** pupils within a healthy school. The acquisition of **skills, attitudes and values** and **knowledge and understanding** is essential to ensure that pupils are prepared for the opportunities, responsibilities and experiences of secondary education and adult life.

We believe that successful PSHCE is achieved through formal and informal learning and from experiences and relationships throughout the school.

This policy document identifies strategies developed by the governors and staff at Bramcote Hills Primary School for the successful implementation of this area of the curriculum and takes account of the National Curriculum, QCA Guidance for Schools and the Ofsted Inspection Framework.

### Our Mission is to be

- A Learning School
- An Inclusive School
- An Open School
- A Happy and Healthy School
- A Supportive School
- An Effective School
- A Sustainable School

### Developing a community of learners who are

- effective communicators: literate and numerate
- confident with technology
- learning about the world and its people
- committed to sustainable development
- creative
- physically active
- reflective
- emotionally intelligent; personally and socially
- learning about learning



**Creating a school which aims to bring out the best in all our pupils, by providing education of the highest quality which will:**

- maximise each child's potential and progress in all areas
- raise levels of children's attainment continuously
- develop effective and enthusiastic learners
- promote constructive attitudes and values
- foster caring relationships in a secure environment

This policy outlines how the Mission and Aims will be promoted through PSHCE,

### **Objectives and Aims of PSHCE**

This school believes that personal and social development lies at the heart of educational achievement. We strive to help the children develop confidence and life skills (thinking, problem solving, risk assessment, communication etc.) so that they become effective learners, and provide support for them as they move from childhood to adolescence.

**Social, emotional and behavioural skills** underlie almost every aspect of school, home and community life, including effective learning and getting on with people.

At BHPS we try to ensure that living and learning take place in an environment which is supportive to emotional health and well-being, so that pupils will be motivated and equipped to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- be able to promote a state of calm and optimism that promote the achievement of goals
- recover from setbacks and persist in the face of difficulties
- work and play co-operatively
- compete fairly and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own

(\*See the appendix - 'Individual Skills within each Social and Emotional Aspect of Learning', which identifies the range of knowledge, skills and understanding that a child might demonstrate.)



Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so, we aim to help children to:

- lead confident, safe, healthy and responsible lives as individuals and members of society
- deal with the spiritual, moral, social and cultural issues they face as they approach adolescence and adulthood
- reflect on their experiences and how they are developing personally and socially
- understand and manage responsibly a wider range of relationships as they mature
- show respect for the diversity of, and differences between, people
- develop their well-being and self esteem, encouraging belief in their ability to succeed
- take responsibility for their learning and future choice of courses and career

### **Management and Co-ordination**

The Senior Leadership Team (SLT) will endeavour to support the provision and development of PSHCE in line with this policy by providing leadership and guidance in planning, adequate resources and by monitoring delivery.

The designated PSHCE Co-ordinator will maintain an overview of PSHCE provision and will keep up to date with developments and good practice, assess training needs, provide support, training and resources for staff, liaise with outside agencies and monitor and evaluate delivery.

### **Curriculum Organisation and Planning**

PSHCE is delivered at BHPS through a combination of planned curriculum opportunities and whole school approaches. (Refer to PSHCE audit)

This is organised into:

- Discrete curriculum time
- Cross curricular themes and topics
- SEAL activities (Whole School/Department and Class Assemblies)
- ACE activities - (*Activities for Curriculum Enrichment*) eg. school visits, residential experiences, outdoor education and links with the community to extend personal experience and social skills
- Children being encouraged to exercise responsibility and participate in democratic processes - eg through clubs, school council and arranging productions, social and fund raising events and in developing resource and display areas around the school.



## Breadth of Opportunities

During Foundation Stage & Key Stage 1, pupils will learn the Knowledge, Skills and Understanding through opportunities to:

- **take and share responsibility** (for their own behaviour; by helping to make classroom rules and following them)
- **feel positive about themselves** (by having their achievements recognised and by being given positive feedback about themselves)
- **take part in discussions** (talking about topics of school, local, national, European and global concern)
- **participate** (in the school's decision making process / school council)
- **make real choices** (between healthy options in school meals, what to watch on TV, what games to play, how to spend and save money sensibly)
- **meet and talk with people** (outside visitors - Rabbi, school nurse, community police officer, fire fighters)
- **develop relationships through work and play** (sharing equipment, group tasks)
- **consider social and moral dilemmas** (aggressive behaviour, questions of fairness, right and wrong, simple political issues, environmental issues)
- **ask for help** (from family, friends, adults in school, police etc.)

During Key Stage 2, pupils will learn the Knowledge, Skills and Understanding through opportunities to:

- **take responsibility** ( for planning and looking after the school environment; for the needs of others; for identifying safety risks on school visits)
- **feel positive about themselves** ( by producing personal observations about their targets; by being given opportunities to show what they can do and how much responsibility they can take e.g during `House` group activities)
- **participate** (in the school's decision making process / school council)
- **make real choices and decisions** ( about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
- **meet and talk with people** (people who contribute to society - environmental pressure groups, international aid organisations; people who work in the school and neighbourhood, such as religious leaders, DARE officer)
- **develop relationships through work and play** (house groups, visiting the local home for the elderly; communicating with children in other countries)
- **consider social and moral dilemmas** (helplines, welfare systems)
- **prepare for change** (transition within and between schools)

## **Methodology**

A wide range of teaching and learning approaches will be used in PSHCE, (See our *Teaching and Learning Policy*), that enable children to learn effectively.

The Skills, Knowledge and Understanding and Values and Attitudes in PSHCE will be developed through, for example: Assemblies, House Groups, Circle Time, *R Time*, Philosophy Sessions and SEAL, working in pairs and groups as well as whole class, brainstorming, use of drama and role play, use of puppets, stories and personal goal setting.

Resources, which support this area of the curriculum, will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHCE.

## **Equality**

In accordance with school and LA policy, a commitment to Equality practices will be built into all aspects of PSHCE.

## **Partnerships**

The school values working in partnership with parents and carers and with the wider community and sees this as an essential element of PSHCE. Partnership working will be promoted through home-school contracts, the `Fronter` learning platform, use of the community as a resource, the school's contribution to the life of the community, parents helping in school, social events and reporting to parents.

The school encourages the involvement of external agencies and services, with expertise in supporting the delivery of PSHCE issues and will plan work with the providers that is relevant to the children. Teachers will liaise with the providers to ensure that they comply with the guidelines for visitors / external providers in school.

(\* See the policy statement on the *Use of Visitors to Support Learning at BHPS*)

## **Celebration of Achievement**

Reflection is particularly crucial in PSHCE as it encourages children to consolidate what they have learned, clarify understanding and to form new skills and attitudes.

In the observation of children and their responses during learning sessions, teachers will be able to identify the progress they have made, based on their personal knowledge of each child and the child's own perception of what they have learned and what more they need to know or understand. Children may make responses in discussions, with a partner, role play, answering questions, writing or pictures.

Children celebrate their understanding and achievements in circle time, sharing success with other teachers or the head teacher, in their house groups and in assemblies.

Children's achievement and progress is fed back to them individually and is reported to parents at Parents' Evenings and in the General Progress and RE / PSHCE sections of the end of year report.

## **Appendices**

PSHCE audit (FS, KS1, KS2) Learning Opportunities  
Every Child Matters at BHPS  
QCA Citizenship Education Units  
SEAL Themes  
Safety Education - RiskWatch  
Individual Skills within each Social and Emotional Aspect of Learning

## **Other Relevant Policies**

ACE Opportunities  
Sex and Relationship Education  
Health and Safety  
Equality  
Child Safeguarding  
Confidentiality  
Behaviour  
Teaching and Learning  
Promoting Healthy Living  
Healthy Eating  
PE  
Anti-Bullying  
School Visits  
Religious Education  
Drug Education

## **Monitoring and Evaluation**

The programme is regularly evaluated by the PSHCE co-ordinator. The views of pupils, members of staff who deliver the programme, parents and governors are used to make changes and improvements to the programme on an ongoing basis.

This policy will be reviewed by the SLT and by the governing body, through the Strategic Development Committee.

