

## **Personal, Social, Health and Citizenship Education Policy**

### **Introduction**

- This policy was reviewed in the Summer Term 2015 through a process of consultation with the teaching staff and approved by the Governing Body on 30<sup>th</sup> June 2015. It will be reviewed within three years. Every child in the school has an entitlement and equal right of access to personal, social, health and citizenship education (PSHCE) regardless of ability, gender or race. It is the responsibility of all members of staff to implement this policy.

### **Policy Statement**

Ours is a caring school where individuals are encouraged to grow, learn and succeed together within a safe, friendly and stimulating learning environment. The school's approach in PSHCE is not simply designed to equip children with the skills, knowledge, understanding and aptitude they will need at The Pochin School. Rather it begins a process that will be built upon in secondary schools, which prepares children for adult life and the rapidly changing and diverse society they will live in.

### **Rationale**

We believe that pupils should leave school with the will and ability to play a productive role in society.

PSHCE is concerned with pupils:

- developing confidence and responsibility;
- making the most of their own and others' abilities;
- developing worthwhile and fulfilling relationships;
- appreciating and respecting differences between people;
- developing a healthy, safe lifestyle;
- playing an active role as members of a democratic society.

### **How**

We do this through a combination of:

- discrete curriculum time;
- teaching in and through other curriculum and subject areas;
- citizenship activities and school events.

The curriculum for PSHCE allows for new activities which reflect back on children's earlier experiences and preparing the ground for new learning that should have access to the broadest range of teaching and learning styles. PSHCE often offers learning experiences that are unique in the curriculum, these include;

- role play/drama;
- simulation;
- experimental activities;
- value clarification activities/moral dilemmas;
- games/visits/visitors.

### **When**

Details of when PSHCE is taught in the curriculum are attached in the audit and scheme of work.

### **Assessment**

We will assess knowledge and understanding of elements of citizenship and pupil's response to school's provision for participation in decision making and service to others. We do this by observation, discussion and formal assessment of written work where appropriate.

### **Monitoring and Evaluation**

Implementation of the policy will be in line with the school's monitoring and evaluation policy through observation, work sampling and scrutiny of staff planning.

This policy will be implemented in relation to other relevant policies and guidelines agreed by the school.

Key Stage 1	Class 1	Class 2
<b>Developing confidence and responsibility and making the most of their abilities.</b> Knowledge, skills and understanding Pupils should be taught:		
1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	Circle time Story time	Literacy – Right and wrong behaviour of characters E.g., Katie Morag and the Big Boy Cousins
1b) to share opinions on things that matter to them and explain their views	Circle time /Storytime/ Class discussion	
1c) to recognise, name and deal with their feelings in a positive way	Music – listening + appreciation – assemblies	Music – listening + appreciation – assemblies
1d) to think about themselves, learn from their experiences and recognise what they are good at	House points/rewards/ stickers Assemblies – presentation of certificates, etc Class rules – health & Safety	House points/rewards/ stickers Assemblies – presentation of certificates, etc Class rules – health & Safety
1e) how to set simple goals	Target setting (termly)	Target setting (termly)

Key Stage 1	Class 1	Class 2
<b>Preparing to play an active role as citizens.</b> Knowledge, skills and understanding Pupils should be taught:		
2a) to take part in discussions with one other person and the whole class	Drama, PE (work in pairs) RE, Storytime, Music (whole class discussion)	Numeracy - discussion in pairs Whole - class discussion – various subjects Storytime Music – listening Show & Tell
2b) to take part in a simple debate about topical issues	Class discussion/ News time/ Moral stories	
2c) to recognise choices they can make, and recognise the difference between right and wrong	RE (moral stories and discussions)	Class discussions Moral stories
2d) to agree and follow rules for their group and classroom, and understand how rules help them	Beginning of the year class rules.	Beginning of term – Class rules Regular revision of rules
2e) to realise that people and other living things have needs, and that they have responsibilities to meet them	Role play Growing plants from seeds Moral stories	Science - humans

2f) that they belong to various groups and communities, such as family and school	House, group within the classroom RE – religious group Assemblies – presentation of certificates E.g. beavers Church services	House, table, groups RE- religious groups Assemblies – presentations of certificates from groups E.g Beavers Church services Science - Humans
2g) what improves and harms their local, natural and built environment	School Garden	School Garden
2h) to contribute to the life of the class and school	Behaving well in the classroom, bringing items in from home to continue to daily life, participating in group work. Gaining house points. Church services. Sports Day – feeling that they belong to a school.	Taking part in discussions  Bringing objects in for displays  Good behaviour, particularly in Church, other events, eg Sports Day. School Council.
2i) to realise that money comes from different sources and can be used for different purposes	Valuing resources Respecting resources. Numeracy – money. Children in need Class annual sponsored event	Respecting resources Numeracy – money Children in need Class sponsored annual event

Key Stage 1	Class 1	Class 2
<b>Developing a healthy, safer lifestyle.</b> Knowledge, skills and understanding Pupils should be taught:		
3a) how to make simple choices that improve their health and well-being	Healthy eating topic Class discussions	Science – living things
3b) to maintain personal hygiene	Washing hands (lunchtime). Headlice (not touching each others hair).	Washing hands (lunchtime) Headlice (not touching each others hair)
3c) how some diseases spread and can be controlled	Sneezing into tissues, covering mouth etc.	Science – health topic
3d) about the process of growing from young to old and how people’s needs change	Science – All about me	Science – Humans
3e) the names of the main parts of the body	Science - parts of body Singing songs	Science – humans
3f) that all household products, including medicines, can be harmful if not used properly	Science – All about me	Science-health
3g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	Road safety -	Road safety Fire Service visit

Key Stage 1	Class 1	Class 2
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<b>Developing good relationships and respecting the differences between people.</b> Knowledge, skills and understanding Pupils should be taught:		
4a) to recognise how their behaviour affects other people	Stories with morals (RE) Day to day classroom events/incidents	Stories with morals (RE) Day to day classroom events/incidents
4b) to listen to other people, and play and work cooperatively	Classroom management On going (day to day) Playground rules (RE) to make up.	Classroom management On going (day to day) Playground rules
4c) to identify and respect the differences and similarities between people	Whole class discussion Moral stories Puppet/Role play Resolving differences	RE – diff. Between religions History – differences between themselves and people in the past e.g. Grace Darling Geography – contrasting locality e.g. An Island Home
4d) that family and friends should care for each other	Moral stories – RE	Moral stories – RE
4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	Classroom rules/management Playground rules	Classroom rules/management Playground rules

Key Stage 2	Class 3	Class 4	Class 5
<b>Developing confidence and responsibility and making the most of their abilities.</b> Knowledge, skills and understanding Pupils should be taught:			
1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society	Ongoing and continual AfL	Ongoing and continual AfL	Ongoing and continual AfL
1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	End of year individual children's achievements and targets set twice a year. PSHCE – discussion and goal settings	End of year individual children's achievements and targets set twice a year.	End of year individual children's achievements and targets set twice a year.
1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	Projects, group work, including DT.	Projects, group work, including DT.	Projects, group work, including DT.
1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	N/A	N/A	Yr 6–Sex Ed
1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future	Hedge Hog Lady	Action aid visitor Learning about Fairtrade	Farming – Mrs. Kirk farm visit

1f) to look after their money and realise that future wants and needs may be met through saving.			Profit/loss in Maths
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Key Stage 2	Class 3	Class 4	Class 5
<b>Preparing to play an active role as citizens.</b> Knowledge, skills and understanding Pupils should be taught:			
2a) to research, discuss and debate topical issues, problems and events	P4C – debates on questions raised by children Literacy – Newspaper reports	“Balloon” debate	Literacy
2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Class rules in discussion with children School council	Class rules Greeks-democracy Ongoing and continual School council	Class rules School council Head boy/girl attending step meetings
2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	Brought up during the year in class or with ind.	Brought up during the year in class or with ind.	Brought up during the year in class or with ind.
2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	Ongoing and continual	Ongoing and continual	Ongoing and continual
2e) to reflect on spiritual, moral social, and cultural issues, using imagination to understand other people’s experiences	RE- Various religious groups Art – work from different cultures	Geog – Chembakolli (Indian village) Action Aid visitors Art – work from different cultures	RE – various religious groups Art – work from different cultures
2f) to resolve differences by looking at alternatives, making decisions and explaining choices	DT – as groups and individuals. Ongoing and continual	DT – as groups and individuals. Ongoing and continual	DT – as groups and individuals. Ongoing and continual

2g) what democracy is, and about the basic institutions that support it locally and nationally	In voting process for Head boy, etc  Visit to polling station for talk when available	In voting process for Head boy, etc  History – Greeks	In voting process for Head boy, etc
2h) to recognise the role of charities, voluntary and community groups	Sponsored class event for charity. Choir singing to Barkby Fellowship. People who help in sch. Hedgehog Lady.	Sponsored class event. Choir singing to Barkby Fellowship.  People who help in sch. Action aid visitor	Spon. Silence. Yr 6 meet ½ termly with Barkby Fellowship.  People who help in sch. – Mr. Hussey
2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	RE – Multicultural aspects of Leic.	RE Multicultural aspects of Leic.	RE Multicultural aspects of Leic.
2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	R.E. Multicultural aspects of Leicester	Action aid R.E. Multicultural aspects of Leicester	R.E. Multicultural aspects of Leicester
2k) to explore how the media present information	Literacy – Looking at report writing	Literacy – looking @ report writing.	Literacy – looking @ report writing.

Key Stage 2	Class 3	Class 4	Class 5
<b>Developing a healthy, safer lifestyle.</b> Knowledge, skills and understanding Pupils should be taught:			
3a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	Science- Topic on ourselves PSHCE- Discussion through books, stories	Science – humans and ourselves topics	Science
3b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	Science – keeping clean, hand washing etc.	As above	Science
3c) about how the body changes as they approach puberty	N/A	N/A	Yr 6 - Sex Ed
3d) which commonly available substances and drugs are legal and illegal, and their effects and risks	Science – smoking, use of medicines	Science – smoking, use of medicines	Literacy Science – smoking, use of medicines

3e) to recognise the different risks in different situations and then decide how to behave responsibly, including road use, and judging what kind of physical contact is acceptable or unacceptable	Beaumanor Day. Class rules – discussion as necessary	Beaumanor Day. NSPCC visitor Web awareness	Beaumanor Day. Road Safety. Cycling Proficiency
3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	Ongoing and continual	See above Ongoing and continual	Ongoing and continual
3g) school rules about health and safety, basic emergency aid procedures and where to get help	Fire drills. Swimming – safety drills. Red emergency staff triangles	Fire drills and fire safety talk. School Garden PE Yr 5 First aid certificate	Fire drills. PE

Key Stage 2	Class 3	Class 4	Class 5
<b>Developing good relationships and respecting the differences between people.</b> Knowledge, skills and understanding Pupils should be taught:			
4a) that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view	Ongoing and continual	Ongoing and continual	Ongoing and continual
4b) to think about the lives of people living in other places and times, and people with different values and customs	RE History – Romans Vikings, Aztecs Celts	Geog – Indian Village History – Tudors Greeks RE	RE History – WW1
4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships	Ongoing and continual discussion	Ongoing and continual discussion	Yr 6 - Sex Ed
4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help	Ongoing and continual PSHCE- specific lessons	Ongoing and continual	Ongoing and continual
4e) to recognise and challenge stereotypes	Ongoing and continual	Ongoing and continual	Ongoing and continual
4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic and religious diversity, gender and disability	Ongoing and continual P4C discussions	Ongoing and continual	Ongoing and continual
4g) where individuals, families and groups can get help and support	SENCO Local officer LA website	SENCO Local officer LA website	SENCO Local officer LA website