

## **Anderton Primary School** **PSHEC Policy**

### **What is Personal, Social, Health, Economic and Citizenship Education (PSHEC)?**

PSHEC encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity, learning to appreciate what it means to be a positive member of a diverse, multicultural society.

This policy supports/complements the following policies:

- Child protection/safeguarding
- Drug education
- SRE
- Anti-bullying
- Food and drink
- Inclusion

### **Our PSHEC aims are:**

- To help children recognise their own worth.
- To raise confidence and self-esteem through teaching children about rights, respect and responsibility.
- To promote the highest standards of personal and collective behaviour.
- To provide health-related knowledge and to provide opportunities for the child to develop skills and understanding to use this knowledge effectively.
- To promote positive attitudes to equal opportunities and life in a multi-cultural society by dealing sensitively with values, cultural and religious beliefs, and issues of inclusion and gender.
- To encourage individual responsibility awareness and informed decision-making.
- To promote attitudes and behaviour which contribute to personal, family and community health.
- To contribute positively to the life of school and the wider community.
- To gain an understanding of how society is organised and governed by ensuring that children experience the process of democracy through the school council.
- To provide a broad and balanced curriculum that allows for progression.
- To provide opportunities for non-teaching staff, parents and community visitors to participate in and provide support for our PSHEC curriculum.

## Organisation

Anderton Primary School uses the Lancashire-recommended PSHE Association Programme of Study, which is progressive and tailored to the age, physical and emotional maturity of the children. We aim to cover the following core themes:

### Core Theme 1: Health and wellbeing

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

### Core Theme 2: Relationships

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

### Core Theme 3: Living in the wider world – economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

The school delivers PSHEC Education through focussed lessons, through cross-curricular work (in particular Science, Geography, RE and English), SEAL (Social and Emotional Aspects of Learning) materials, whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class. In addition, opportunities for PSHEC will be developed through circle time, school assemblies, visitors to school and displays. Children are also given the opportunity to participate in a range of practical activities that promote active citizenship (eg charity fundraising, visiting a local retirement Home, performing class assemblies).

## **Approaches to Teaching and Learning**

To facilitate pupils learning in PSHEC:

- Ground rules are discussed, agreed and displayed and referred to as appropriate during the lesson.
- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned to meet the needs of all the pupils in the class.
- Planned activities may consolidate previous learning or may be designed to challenge and develop new learning.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- A range of teaching strategies will be used: discussion and debate; question and answer; individual and group investigations; presentations by the teacher who will act as facilitator and role model; drama and role play; DVDs; and visits to relevant venues.
- Staff will have opportunities to update their own expertise through courses, Inset and information from the subject leader.

All members of staff will deliver PSHEC, using the materials and ideas for their year group as appropriate.

## **Equality**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the level of maturity, varied life experiences, ability, age, readiness, cultural and language backgrounds of our pupils, to ensure that all can fully access PSHEC education provision.

Lessons are planned to allow all children's perceptions to be articulated, with all contributions being valued and respected, making use of specialist equipment or adult support where necessary.

## **The Role of the Governing Body**

The Governing Body is required to maintain a policy for PSHEC. The policy for Anderton Primary School fulfils this statutory requirement and is reviewed by the Curriculum Committee.

## **The Role of the Head Teacher**

In consultation with the Subject Leader, the Head Teacher must ensure that PSHEC education is provided in a broad and balanced way and that teachers promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude.

## **The Role of the Subject Leader**

- Lead policy development and implementation.
- Plan and lead staff training.
- Advise and support colleagues.
- Keep up to date with developments by attending termly PSHEC conferences.
- Arrange for relevant advice and information from courses/conferences to be disseminated.
- Assess progression and attainment throughout the school.
- Manage resources.

## **The Role of the Teachers**

- To plan and teach PSHEC according to the PSHE Association Programme of Study.
- Teachers have a responsibility to ensure the safety and welfare of pupils as they act in loco parentis.
- Teachers are required to adhere to the school's policy on confidentiality between themselves and pupils. If any disclosure is made, the school's child protection procedure should be adhered to.

## **The Role of Parents**

Our aim is to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we ensure that the PSHEC programme of study and PSHEC Policy are displayed on the school website.

## **Answering difficult questions**

Sometimes an individual child will ask an uncomfortable or difficult question in the classroom. Teachers use their skill and discretion in these situations. The question may be answered directly, addressed individually later or the child advised to discuss the issue at home. The teacher will refer to the Head Teacher if they are concerned. A question box is provided for pupils who do not wish to ask a question in front of the class. The class teacher will discuss the answer with the pupil as appropriate.

## **Assessment, Recording and Reporting**

Assessment of pupils in PSHEC is ongoing through circle time, practical and written activities in lessons and observations of how pupils work individually in pairs and in groups. Reception pupils will be assessed using the EYFS profile. Pupils have opportunities to reflect on their progress and, in conjunction with staff, to set personal goals and agree strategies to reach them.

Parents' evenings and annual written reports, give teachers the opportunity to comment on pupils' personal and social development.

## **Monitoring and Evaluating**

The subject leader will discuss with staff to ensure continuity and progression.

## **Review**

This policy will be reviewed in line with the school improvement plan (every 3 years).

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