

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Personal, Social, Health and Citizenship Education (PSHCE).

It is a working document, which reflects the ethos and practice within the school in relation to It has been written with due regard to the requirements and changes of the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Woodmansey CE Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

Woodmansey CE Primary school believes that :

“PSHCE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.” (Curriculum 2000).

Woodmansey CE Primary recognises the importance of the two aims:

1. The School Curriculum should aim to provide opportunities for all children to learn and achieve.
2. The School Curriculum should aim to promote pupils' spiritual, moral and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These aims can only be fully achieved through a wide range of experiences and opportunities provided through a whole school approach to the PSCE Curriculum. The school acknowledges that PSCE plays a significant role in the pupil's ability to learn and achieve.

This policy should be read in conjunction with the following school policies:

- Behaviour Management
- Anti-Bullying
- Equal Opportunities
- Sex and Relationship Education
- Drug Education
- Science
- RE

Woodmansey CE Primary School believes that the development of PSHCE is a lifelong and continuous process. It is concerned with personal growth and human issues. It provides



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opportunities for the development of the individual within themselves, their communities and the wider world.

It is the responsibility of the whole staff team to implement this policy. The PSHCE Co-ordinator will be responsible for providing and resourcing the scheme of work for the curriculum. Time allocation across the school year is 18hours in total. This will primarily focus on the three core themes specified by the PSHCE Association spread throughout the year, with time also allocated for Pupil Council class meeting and weekly Circle Time. There is also special themed weeks across the school year: Health; Safety; Citizenship and Enterprise Day.

The core themes are as follows:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These themes are explored in Key Stage 1 and 2 and all teachers have access to the PSHCE Association website and the Planning Toolkit for guidance in the individual class planning.

3. EYFS

In the EYFS the PSED element of the curriculum is one of the three prime areas linked to good level of development.

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

4. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to PSCE.

The PSCCE coordinator should keep staff informed of any new developments that affect the school and will attend any appropriate training as necessary. She should ensure all staff who are teaching PSHCE continue to have full access to the following website purchased by the school:

<https://www.pshe-association.org.uk/>

The whole school ethos is to ensure the PSHCE curriculum adheres to the ten principles outlined by the PSHEC Association. These are as follows:

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1. Start where children and young people are: find out what they already know, understand, are able to do and able to say. For maximum impact involve them in the planning of your PSHCE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach in which children and young people can keep themselves and others healthy and safe and lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles with an emphasis on interactive learning and teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHCE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

<https://www.pshe-association.org.uk/>

All pupils will take part in the PSHCE programme subject to differentiation according to their individual needs and in accordance with the school's SEN Policy.

6. EQUAL OPPORTUNITES

PSHCE has relevance for all pupils regardless of age, gender, ethnicity or ability. The school's PSHCE programme will be subject to the guidance and recommendations set out in the appropriate county and school policy documents.

7. ASSESSMENT RECORDING AND REPORTING ON PUPIL PROGRESS

Evidence of work will be recorded through Short Term Planning, photographs, displays of pupils' work and lesson observations. Pupils' involvement will be monitored and reported to parents through consultation evenings. There are no Flic objectives for PSHCE.

8. INSET

In service training will take place in accordance with school policy for staff development and the LA training programme.

9. LIST OF RESOURCES

Teacher accessing the following website through their individual login details

<https://www.pshe-association.org.uk/>

PSHCE Education Programme of Study

PSHCE Education Planning Toolkit for Key Stages 1 and 2

Ten Principles of PSHE Education Document