



Barton Primary School

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Staff Responsibility	PSHCE Lead
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Signed by Chair	

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

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Personal, Social, Health Education and Citizenship at Barton Primary School.

### **Rationale**

Personal, Social, Health Education and Citizenship (P.S.H.C.E) is interlinked with the Early Years' Foundation Stage and is a National Curriculum foundation subject which, being cross-curricular in nature, pervades many other subjects, notably Science, P.E and R.E. It is an integral part of the whole curriculum and is crucial to the development of the whole child. It is also central to our school's philosophy and ethos. It provides the opportunity to explore and promote British Values; embedding them into the curriculum and school community.

The following strands are encompassed within P.S.H.C.E:

Citizenship  
Drug Education  
Health Education  
P.S.H.C.E  
Sex and Relationships Education

Children grow up in a complex and fast changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children. We strive to work in partnership with them, in developing children personally and emotionally, and as young citizens.

The skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal;
- communicate and manage their own feelings confidently, and respect and understand the feelings of others;
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it;
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development;
- develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure;
- make positive choices to live and enjoy a healthy, happy, fulfilling lifestyle;
- develop an active role as a member of a family, and of the community;
- develop the ability to form and sustain meaningful and appropriate relationships;
- understand the principles of our democratic society;

- take pride in our county and in our nation's great institutions, its traditions, heritage and history;
- respect the rule of law and encourage others to do so;
- respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions
- respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations.

### **Aims**

Through P.S.H.C.E we aim to develop:

- each child's self-awareness and ability to make good choices for their own health, safety and emotional well-being;
- social skills, awareness of and respect for others;
- better self-esteem, confidence, independence, motivation and perseverance;
- the ability to take on responsibilities and a range of roles in preparation for adult life;
- personal qualities and values;
- the ability to make a positive contribution to society.

### **Principles of Health Education**

Barton Primary School encourages a healthy lifestyle by:

- providing a safe, secure and caring environment for all and providing good role-models;
- creating an atmosphere where everyone feels they can share their ideas and thoughts safely and will be listened to;
- striving to work in partnership with parents and the wider community to promote healthy lifestyles e.g healthy eating and exercise;
- providing opportunities for children to take part in enjoyable extra-curricular activities.

### **Principles of Citizenship Education**

Barton Primary School strives to promote citizenship through:

- establishing an understanding of our code of conduct through discussing our School Values, Playtime and lunchtime rules;
- encouraging children to take part in the School Council and the playtime buddy/play leaders system;
- providing opportunities for children to take on responsibilities;
- encouraging children to take part in events to raise money and awareness such as Comic Relief, Sports Relief, Jeans for Genes, Walk the Wight for the hospice, and Children in Need;
- developing children's understanding of how they can sustain and improve the environment;
- providing experiences which help children learn about their own and others' cultures and faiths.

### **Principles of Personal, Social and Emotional Education**

At Barton Primary School we encourage:

- children to become self-aware, to manage feelings, empathise and handle relationships;
- positive and consistent approaches to behaviour through forging supportive relationships throughout the school community;
- viewing the school as a family, with each member valued as an individual, and each being encouraged to help and work as a team with others when appropriate;
- the children to follow daily routines through which they learn to see the need for good manners, self-discipline and behaviour appropriate to the situations in which they find themselves;
- children to express and understand their own and others' feelings, thus developing emotional intelligence and emotional well-being.

## **Principles of Drug Education**

At Barton Primary School we recognise the importance of drug education to help children make informed choices about their lifestyles. We endeavour to do so through:

- encouraging a healthy respect for their bodies;
- developing children's ability to distinguish between substances which are beneficial and those which are harmful;
- developing an understanding that all substances are potentially dangerous;
- designating Barton Primary School as a smoke-free environment

## **Principles of Sex and Relationships Education (SRE)**

At Barton Primary School we recognise the importance of SRE in developing:

- an understanding of how our bodies function, grow and change;
- vocabulary for discussing feelings and emotions;
- respect for our own and others' bodies;
- the ability to form and maintain positive relationships;
- honesty, respect and trustworthiness;
- an understanding of how we care for each other within different community groups and partnerships (see [SRE Policy](#)).

## **Strategies for the Teaching and Learning of P.S.H.C.E**

### **Key Stage Statements:**

**During the Foundation Stage** children develop their independence in organising their personal effects; playing alongside and with others and independently, building relationships with adults and peers; expressing their feelings; turn taking and sharing, understanding others have different needs, views and cultures; understanding right and wrong and understanding there are consequences to their actions; being interested and motivated to learn.

**During Key Stage 1** Pupils learn about themselves as developing individuals and members of their communities, building on their own experiences and on the Foundation Stage for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other peoples' feelings and are becoming aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

**During Key Stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and in a group, for their own learning; and to resist bullying.

## **Delivery**

P.S.H.C.E sessions are delivered through a variety of learning situations and linked to other areas of the curriculum through topic work when appropriate. Circle Time is used as a device to discuss problems that may arise, but is also used regularly to provide all children with the opportunity to join in with discussions that explore specific issues. Circle Time is a fundamental approach to help develop Emotional Literacy. Within Circle Time the teacher may use games, stories and puppets to help explore feelings and situations.

During the year, learning experiences will include:

- circle time
- role play
- group work / partner work
- R.E. sessions
- assemblies
- cooking
- discussion
- draw/write responses
- welcoming and listening to visitors
- taking part in visits away from the school
- consideration of our environments, both indoor and outdoor
- the making and understanding of rules
- problem-solving opportunities
- preparation and presentation of tasks for different audiences
- positive self-assessment
- taking some responsibility for their own learning through children's own individual targets
- exploring and discussing topical issues
- finding information and advice
- taking time to reflect on their experiences
- charity events
- working with local businesses
- running the school fruit barrow
- making contributions to the running of the school through the School's Council and Eco groups.

## **Differentiation and Additional Educational Needs**

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as relationship or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils, including able children, those identified as being 'Gifted or Talented' and those children who need additional support with EAL.

Where children's IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils' different learning styles.

## **Equal Opportunities**

Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender should be avoided, and pupils' progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

### **Continuity and Progression**

Planning is taken from the Early Years Foundation Stage Development Matters and the objectives from SEAL and the PDL Guidelines (Hampshire document) for Key Stages 1 and 2. An overview can be found on the staff network/ shared area. From this, planning teams meet to create their medium term plans. They then plan activities to meet the objectives.

### **Assessment, Recording and Reporting**

The Foundation Stage teachers pass on the children's progress towards the Personal, Social and Emotional Development Early Learning Goals as well as individual children's characteristics of learning as a part of transition to Reception and Year one.

There are no statutory requirements for end of Key Stage teacher assessment in PSHCE at Key Stages 1 and 2. However, teachers are required to report children's progress to their parents. Each child's progress is reported orally to their parents at parents' evenings and annually in a written report.

### **Resources**

SEAL resources/ overview  
Health for Life scheme  
Brain Gym  
Fitness Challenge: Activity Ideas Booklet  
Happy Hearts Playground Games Pack (cards)  
All Round Success (Circle Time)  
50 Activities for Teaching Emotional Intelligence  
Becoming Emotionally Intelligent  
Healthy Schools Partnership support manual  
Skipping Games booklet  
Parachute Games booklet  
Drug, Alcohol & Tobacco Policy  
Global Rock  
Quality Circle Time Kit  
Ideas for PSHE KS1 (scholastic)  
Ideas for PSHE KS2  
Skills for the Primary School Child Tool Kit  
Turn Your School Round – Jenny Mosely  
The Thinking Child: Brain Based Learning – Nicola Call  
QCA – A scheme of work for Key Stages 1 and 2 – Citizenship  
Badger Assembly Stories series with Citizenship and PSHE themes  
Lively Assemblies for Happy Schools  
Active Assemblies for Happy Schools