

Drew Primary School
Personal, Social, Health and Citizenship
Education Policy



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on

Signed Headteacher:

Signed Chair of Governors:

Name of Policy:

PSHE Policy

Date: 20th December 2016

Agreed at Policy Committee Meeting on:

13th December 2016

Signed Head teacher:

13th December 2016

Signed Chair of Governors

13th December 2016

Policy History

Date	Notes
September 2015	Updated by PSHE co-ordinator
September 2015	Policy Committee Review
November 2016	Updated by PSHE co-ordinator
December 2016	Policy Committee Review

Personal, Social, Health and Citizenship Education Policy

This policy was written in September 2014 and consultation was carried out with staff, pupils, parents and governors. It will be reviewed in November 2017.

School Background Information

1.1	Type of school	Primary
1.2	Average no on roll	402
1.3	No. of classes in year	2
1.4	Ethnic breakdown	Asian Black British/ Caribbean/ African Mixed White British White Other

Key Contacts

PSHE Co-ordinator:	Antonis Antoniou
Drugs Lead:	Antonis Antoniou
SRE Lead:	Antonis Antoniou
Lead Governor:	
Child Protection Co-ordinator	Jo-Anne Green
Learning Mentor:	Tracy Leahy

Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- Staff handbook / Induction materials
- Governor handbook / Induction Materials
- Pupil documentation

Introduction

Personal, Social and Health Education (PSHE) and citizenship develop children's skills in becoming independent, responsible and healthy members of society. It aims to help them understand how they are developing personally and socially, incorporating the spiritual, moral and social issues which face them as they grow up. It helps children to establish what is important to them and how they can play a positive role within the school and the wider community. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Aims

PSHCE and citizenship will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Develop confidence and have a sense of purpose.
- Value themselves and others.
- Celebrate the differences between people, thus showing respect for others regardless of race, gender, faith and mental or physical ability.
- Take responsibility for their learning and make the most of their skills.
- Act responsibly and make informed decisions.
- Play an active role as citizens both in school and within the wider community.

- Develop relationships with others and communicate effectively with them.
- Live a healthy, fulfilled and safe lifestyle.

Framework

The school curriculum should aim to provide opportunities for all pupils to learn and achieve. PSHE and Citizenship in our school will follow the Framework for PSHE and Citizenship, given as non-statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies but mainly using the Jigsaw learning scheme. The scheme brings together PSHE Education, emotional literacy, social skills and spiritual development. E-safety teaching will also be incorporated into this. However, the inclusion of PSHCE into the hidden curriculum is also fundamental in the personal development of pupils' and their ability to learn and achieve.

Each year group has a folder containing the Jigsaw topic for the half term. In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings.

Model of Delivery

- Discrete PSHCE lessons should be taught using the Jigsaw Charter:
 - *We take turns to speak.*
 - *We use kind and positive words.*
 - *We listen to each other.*
 - *We have the right to pass.*
 - *We only use names when giving compliments or when being positive.*
 - *We respect each other's privacy (confidentiality).*
- Kagan structures and strategies must be used to foster a co-operative learning environment.
- British links values are being included in the planning
- Role - play opportunities are encouraged through planning

- Go for Gold positive behaviour is being included in planning and modelled throughout the lessons
- PSHCE is taught through JIQSAW programme and through class assemblies and focus weeks.
- Every month School Council Reps will meet to propose items for the agenda.
- Other provision: Cross curriculum links can be obtained throughout the year in all other subject areas.
- Educational visits planned to allow the children to work together under different circumstances.
- Staffing: All teachers are expected to deliver PSCE, including drugs and SRE.

SRE

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

SRE lessons aim to teach children about their bodies and how they change as they grow up. Pupils are taught to use appropriate language and develop confidence in discussing how their bodies work. Children develop their skills in thinking and discussing feelings and relationships. Effective SRE can have a great impact on the development of the personal skills needed by pupils if they are to establish and maintain relationships with those around them. It also enables children to make responsible and informed decisions about their health and well-being.

SRE will take place in a safe and supportive environment; however, pupils should be aware that teachers cannot offer unconditional confidentiality where child protection may be compromised. All staff involved in delivering and supporting SRE should refer to the school's Child Protection Policy. Effective SRE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Parents / Carers Involvement

In order to enable the parents / carers to play an active role in their child's personal and social development:

- Awareness raising sessions on key issues will be actively sought.
- Parents will be involved in any development and review of the policy and programme.
- The full policy will be made available to parents / carers on request.

- The school will inform parents / carers of their child's progress in the annual report.

Special Needs and EAL

We are an inclusive school, thus we teach PSHCE to all children, regardless of their proficiency in English or academic ability. Learning opportunities are matched to the individual needs of children with SEND or EAL, and adaptations to delivery are made where necessary. Activities and debates challenge our most able pupils to formulate personal views based on topics discussed in class. Children have access to a Learning Mentor as the need arises.

Resources

Governors, Co-ordinators and staff will ensure that the resources used:

- Reflect the needs and ages of pupils.
- Reflect the cultural diversity of the school community.
- Are reviewed and updated when this policy is revised.

Training

All staff will be given appropriate training and support, and the co-ordinators will have access to specialist training.

Agency Involvement

A guest speaker with specialist knowledge may be used providing they work within the school protocol.

Monitoring and Evaluation

The Co-ordinator will carry out a programme of sampling lessons over the year and write an annual report to governors. They will ensure that the policy and programmes are implemented as agreed. They will also support staff to assess pupils' progress and recommend targets for whole school development.

This policy is linked to the Sex Education, EAL, SEN, Curriculum, Safeguarding and Visitors' policy.

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