

Woodford Church of England Primary School

Personal, Social, Health and Citizenship policy

Woodford Church of England Primary School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

Date policy written: September 2015

Date approved by the full Governing body: November 2015

Introduction

At Woodford C of E Primary School, the PSHCE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to Personal, Social, Health and Citizenship Education.

It provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

The Sex and Relationships Education Policy gives further details of how we meet this responsibility.

PSHCE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHCE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. We also encourage an understanding of faith and culture in our diverse world, and reflect upon the Christian values of:

- joy
- peace
- patience
- kindness
- goodness
- faithfulness
- gentleness
- self control

Aims

PSHCE education at Woodford aims:

- to give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHCE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHCE is about making connections and is strongly linked to play. PSHCE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. Personal development or intervention groups may be based around our core values trust if class teachers deem these to be relevant. Class teachers may approach the PSHCE leader to discuss how to meet the needs of children. Values are also introduced in and explored within whole school Collective Worship.

Planning

Class teachers plan for PSHCE and SEAL in accordance with the Heart Smart Curriculum They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- setting individual targets based on the assessment approach;
- setting different tasks within sessions;
- using resources appropriate to each individual.

Implementation

PSHCE will be delivered by the class teacher with the support of the PSHCE leader as necessary. In addition to this, PSHCE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week and fund-raising activities. Pupils may take part in school assemblies, be elected onto the school council and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment:

At Woodford, teachers integrate effective assessment for learning strategies in all areas of the curriculum. In PSHCE, this specifically involves:

- assessing all children's starting point during the first lesson on the theme
- planning learning which builds on children's prior knowledge and shows progression in PSHCE learning, not English learning;
- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- completing end of unit assessments, either as a whole class, in groups, with a peer or individually;

Equal Opportunities

Within PSHCE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Social, Moral, Spiritual and Cultural Development

At Woodford C of E Primary School we recognise that the personal development of children - spiritually, morally, socially and culturally (SMSC) - plays a significant role in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- Their own values and beliefs;
- Their own spiritual awareness;
- Their own high standards of personal behaviour;
- A positive, caring attitude towards other people;
- An understanding of their social and cultural traditions; and
- An appreciation of the diversity and richness of their cultures.

We aim to provide these opportunities throughout the curriculum.

Associated policies:

- Sex and relationships education