



Longhill Primary School

Personal, Social, Health and Citizenship Education Policy



Reviewed by: Mr M Batty, PSHCE Co-ordinator, Autumn 2018
Date Agreed by the Quality of Teaching Team:
Date of Report to the SIMC and minute number:
Date of Next Review: As required

This Policy should be read in conjunction with the following policies:
Anti-Bullying, Behaviour, Child Protection & Safeguarding, Drugs education, e-Safety & Acceptable Internet Use, Equality Information & Objectives, Marking and Sex & Relationship Education

Longhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Personal, Social, Health and Citizenship Education Policy

1. Introduction

This document is a statement of the aims, principles and strategies for teaching Personal, Social, Health and Citizenship Education at Longhill Primary School. It was developed through a process of consultation with teaching staff.

Schools have always shared responsibility with parents in promoting the personal, social and health education of children to help pupils acquire the knowledge, skills and understanding they need to grow into confident, healthy, responsible members of society. This is even more important in today's complex and changing world.

2. A definition of Personal, Social, Health & Citizenship Education:

- Social and moral responsibility:
 - Pupils learning, from the very beginning, self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- Community Involvement:
 - Learning about becoming helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service to the community.
- Political Literacy:
 - Pupils learning about the institutions, problems and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge - this can be termed political literacy, seeking for a term wider than political knowledge alone.

3. Aims and Objectives

To work towards every child achieving the following outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

4. Teaching

PSHCE and Citizenship is taught by class teachers, to registration classes. It is integrated into the curriculum of every term. Jigsaw scheme is the main resource used and is designed into 6 termly units so the whole school can study the same

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learning themes at the same time, each year group at its own level. The units are sequential and developmental throughout each academic year.

Unit 1- Being in My world

Unit 2- Celebrating Difference

Unit 3- Dreams and Goals

Unit 4- Healthy Me

Unit 5- Relationships

Unit 6 - Changing Me

Other resources used include the Family Links Nurturing Programme and Health for Life. Drug education is recognised as being of particular importance, as a 1 year cycle. It is integrated into the creative curriculum.

5. Liaison with other agencies etc.

Staff make use of outside speakers, visits etc, such as:

- School Nurse
- Community Police Officer
- Kid Alert
- Theatre productions
- Fire/Rescue Service
- St. John Ambulance

6. Rewards to promote self-esteem

The school recognises that rewards play a great part in promoting high self-esteem, and as such, are an integral part of the School's PSHCE curriculum and policy (also see School Behaviour Policy).

Out of school visits and visits to school by certain groups may be used as part of the reward scheme, such as:

- Leisure Centre
- Sports arenas
- visiting theatre groups and visits to the theatre

7. Continuity and Progression

Provision for PSHCE in KS1 and KS2 is continuous and progressive, building on prior learning. The main topic areas (6 units) are revisited each year through progressive objectives.

8. Assessment and Reporting

Summative assessment takes place continuously by class teachers using the assessment objectives in the Jigsaw scheme. Formative assessment takes place at the end of each year where PSHE subject leaders will collate whole school data after following evidence trails.

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There are a wide range of activities which may provide evidence for assessment:

- Display
- Group or individual tasks
- Discussion
- Role Play
- Observation
- Questioning

Much of the work assessed may not be of a written nature. A report or progress in PSHCE will be included in the annual report to parents.

Classes have the option to create whole class Jigsaw books or evidence written work (if applicable) in topic books.

9. Staff Awareness/Training

Staff are updated on new developments and available resources when necessary, by the co-ordinator. The co-ordinator attends PSHCE Network meetings and is a member of the Jigsaw Scheme. Other staff are invited to attend.

10. Organisation and use of Resources

Resource boxes for Y1-6 contain class Jigsaw folder where all lessons are outlined with Jiggy class mascot and a chime bell, used during 'mindfulness' activities.

11. Race Equality, Equal Opportunities/Entitlement

Resources are monitored to ensure that a balance of material relating to race, colour and gender is provided.

12. Every Child Matters School Policy Statement

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.

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