

 Park School		
PSHCE (PERSONAL, SOCIAL, HEALTH & CITIZENSHIP)	Dated: Aut 2018	Review: Aut 2020

At Park School we hope that children will appreciate beauty, truth, love, goodness and order as well as mystery, paradox and ambiguity.

Park School is a Human Scale Organisation. This means that children have a chance to know and understand each other better. They can develop a sense of belonging and self-worth and can make their voice, views and thoughts heard whilst learning what it means to be part of a community.

Personal, Social, Health and Citizenship Education (PSHCE) enables children to become healthy, independent, confident, co-operative and responsible members of society. We encourage the children to play an active and positive role in contributing to the life of the school and the wider community so that they begin to learn how society is organised and governed. We encourage an understanding that rights are connected to responsibilities through the Whole School Meetings, everyday issues and class discussions.

Aims

The aims of PSHCE are to enable the pupil to:-

- Understand why they need to follow the school guiding principles. Looking after ourselves, others and the environment
- Develop self-confidence, self-esteem and make informed choices regarding personal and social issues
- Be able to think through the consequences of their own and others actions
- Know and understand what constitutes a healthy and holistic lifestyle
- Have respect and tolerance for others regardless of religion, race, gender, sexuality and disability
- Be positive and active members of society
- Recognise the unique worth of each individual
- Develop the confidence to express their views if they consider themselves or anyone else is being treated unfairly
- Have provision of opportunity to attend cultural events both inside and outside of the school e.g theatre, music and drama performances
- Resolve tension and conflict
- Express their views about their school and how it can be improved e.g in school meetings etc.
- Be prepared for their next stage in their education.

Framework

PSHCE in our school will be taught through relationships with teachers and others and through active participation in the school community. It is also taught through cross curricular links, dedicated circle time, class and whole school meetings. We will use a range of teaching and learning strategies and opportunities. A whole school approach will be used to implement the framework and has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development, including our Health and Sex Education guidelines.

In following the framework our pupils will be taught the four key components of PSHCE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities
2. Preparing to play an active role as citizens
3. Developing a healthy and safer lifestyle
4. Developing good relationships and respecting the differences between people

Learning and Teaching

We use a range of teaching and learning styles with an emphasis on active learning, through discussions, investigations and real life problem solving activities. PSHCE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time
- Opportunities will be found through real life experiences and within other curriculum areas e.g. links with drama and roleplay, debate and discussion in literacy, working together in pairs or small groups, improving health in PE and topic work, environmental, health and drug issues in science and beliefs, values and practices in RE and frequent outings for all children

- At playtimes and lunchtimes opportunities always exist for playing co-operatively with each other
- The children are fully involved when visitors come into school (e.g. potential new families)
- In the Foundation Stage of the national curriculum, PSHCE is related to the objectives set out in the Early Learning Goals, matching the aim of developing a child's personal, emotional and social development.
- Teacher in Charge monthly meeting with Year 6 to discuss moving on.
- Meetings with teaching staff from secondary schools.
- Creating and developing links with local secondary schools, i.e. drama productions.

British Values

We recognise the importance of fundamental British Values and pupils are encouraged to actively regard people of all faiths, races, and cultures with respect and tolerance. These values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As outlined in the government guidance for the promotion of British Values;

It is expected that students should understand that whole different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.

The school actively promotes these British Values through its Spiritual, Moral, Social & Cultural (SMSC) strategy including; vision and ethos, policies and practices and PSHCE programme.

Special Needs

We teach PSHCE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment

Teachers assess the children's awareness by making informal judgements as they observe them during the school day, having regard for their personal development stage. Notes regarding children are kept after weekly staff discussions. We keep records of the contribution to the life of the school and community in photographic evidence. A comment relating to PSHCE will be included in the annual letter to children on their progress.

Monitoring and Review

This policy will be reviewed as part of our ongoing review cycle.

HEALTH AND SEX EDUCATION GUIDELINES

Children should be guided to:-

Ages 5-7

- Recognise and compare the main external parts of humans and animals bodies.
- Recognise that taking exercise, sleeping and eating the right types and amounts of food help humans to keep healthy
- Learn about the role of drugs as medicines
- Understand that humans and other animals can produce offspring and these grow into adults
- Recognise the senses that enable humans and other animals to be aware of the world around them
- Recognise that there are hazards in living things and assess risks
- Recognise that there are many physical differences between people
- Make simple choices that improve their health and well-being
- Maintain personal hygiene
- Understand how some diseases spread and can be controlled
- Recognise the process of growing from young to old and how people's needs change
- Recognise that all household products, including medicines, can be harmful if not used properly
- Understand the rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Ages 7-11

- Understand about the function and care of teeth
- Understand the need for food for activity, growth and the importance of an adequate and varied diet
- Recognise the effects of exercise and rest on heart and respiration rates
- Recognise the importance of exercise for good health and well-being

- Understand that bacteria and viruses can affect health and that following simple safe routines can reduce their spread
- Describe the main stages of the human life cycle
- Understand how the body changes as they approach puberty
- Recognise the effects on the human body of tobacco, alcohol and other drugs and how these relate to our personal health
- Recognise there are hazards in living things, materials and physical processes and assess risks to themselves and others
- Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- Know which commonly available substances and drugs are legal and illegal, their effects and risks
- Recognise the different risks in different situations and how to behave responsibly i.e. judging what kind of physical contact is acceptable or unacceptable
- Know the school rules about health and safety, basic emergency aid procedures and where to get help
- Recognise different types of relationship, (including those between friends and families, and to develop the skills to be effective in relationships)
- Recognise and challenge stereotypes
- Know where individuals, families and groups can get help and support.