

SIXPENNY HANDLEY FIRST SCHOOL

PSHCE Policy

4th June 2018



Personal, Social, Health and Citizenship Education (PSHCE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it can mean to be a positive member of multicultural society.

The aims of PSHCE are to enable children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community.

Our PSHCE and Jigsaw work are underpinned by our 6 Learning qualities that are displayed throughout the school and in every classroom. These are referred to regularly during the school day and are the focus of our Friday celebrations assemblies.

- To be self aware
- To wonder
- To question
- To be determined
- To make connections
- To reflect

PSHCE Planning

We have implemented the Jigsaw programme for teaching PSHCE across the School. This incorporates Rights Respecting Schools, PSHCE, Every Child Matters, Citizenship and Healthy Schools Education. Additional enhancement units for Sex Education and Relationships and Drugs Education, are taught alongside this scheme at an appropriate time in the year. See Sex Education and Relationships and Drugs Education Policy for more information.

We may explore PSHCE through other subjects, e.g. when teaching about issues involving Rights in key skills lessons. There is also an overlap between the programmes of study of religious education and PSHCE.

We also develop PSHCE through activities and whole-school events, e.g. the school council representatives from each class meet weekly to discuss school matters. We offer residential visits to Year 4 where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills, through team-building activities.

Teaching and Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by involving the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising or the planning of special events such as an assembly. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed classroom Rights and Responsibilities. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Rights Respecting Schools

As a school, since September 2009 we have been developing our work on the Rights of the Child. This feeds directly into our PSHCE learning and links with the children's Jigsaw lessons and activities. The whole school are involved in this project and it is being driven by the School Council who have led parental workshops and Governors meetings to inform all about the rights of the child. We have UNICEF displays around the school and the children have placed the rights from the UNCRC around their classrooms to develop their awareness and understanding of others. The role of RRS in the school is prominent in the learning and teaching of PSHCE and has had a positive impact. School, class and parental charters have been set up and led by the children and these are displayed and referred to on a daily basis.

A reward system is used by the whole school to celebrate our values through the use of dojo points and tickets. Through a child suggestion this has led to the award of tokens to peers. The children are also awarded certificates in recognition of hard work and good behaviour at playtimes and lunchtimes which link directly to our school learning qualities and these are recognised in a weekly Celebrations assembly. Certificates awarded to individuals in the Celebrations assembly are directly linked to our school learning qualities and these are displayed in the front entrance to celebrate and share with all. We also reward one member of each class, who is recognised for their hard work and effort, through our Hot Choc Friday initiative.

All this ensures that PSHCE skills are embedded throughout school life and that a whole school vision is shared by all.

Inclusion

All children matter and are given every opportunity to achieve their best.

We achieve this by planning which meets the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all

social and cultural backgrounds, different ethnic groups and diverse backgrounds. We meet needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping,
- Using a range of teaching strategies that are based on their needs,
- Ensuring access to every activity where it is safe and reasonable to do so.

Jigsaw issues are addressed through a weekly assembly where the Jigsaw lead introduces and shares ideas based around the current unit. These assemblies provide an opportunity for the children to reflect on issues and learn strategies in order to help to deal with any concerns. The assemblies are closely linked to the weekly lessons in each classroom. This gives children the opportunity to celebrate successes as well as reflect on how the themes all link together in a shared vision.

Jigsaw displays:

There is a Jigsaw display board in the hall which acts as the focus for the weekly Jigsaw assembly. An area of learning is chosen for the whole school on a weekly basis and children are encouraged to practise a skill or to put strategies into place that have been discussed. Children place their photograph on the whole school display when they feel that they have achieved a skill and this is then celebrated the following week in the assembly. This encourages staff as well as pupils to work together to achieve their best. Each classroom has a Jigsaw display board to share learning and promote particular focuses within a unit.

Assessment and Recording

Teachers assess the children's work in PSHCE by making informal judgements as they observe them during lessons and by doing formal assessments of their work at the end of each unit. This assessment is monitored by the subject leader during work and planning scrutiny. Teachers report the achievements in PSHCE to parents each year through a report.

We encourage our pupils to keep records of their contribution to the life of the school and community through celebration on the school TV systems and through photos and videos of work and events which is shared with families on a DVD each term.

Monitoring and review

The PSHCE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader fulfils this role by reviewing samples of children's work and visiting classes to observe teaching in the subject area as per the SSE document. The Jigsaw lead takes on the role

of organising and preparing Jigsaw assemblies, creating an integrated and comprehensive approach to Jigsaw in our school.

Note

This PSHCE policy should be read in conjunction with the Sex Education Policy and the Drugs Education Policy

Article 14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

This policy was written by R Hampshire (PSHCE Subject Leader)

Updated by I Vost (Jigsaw Subject Leader)

This policy is due to be reviewed: July 2019
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