



# MIDDLESTONE MOOR PRIMARY SCHOOL

Statement of Policy for the Teaching of

PSHCE

# STATEMENT OF POLICY

## INTRODUCTION

At Middlestone Moor Primary School, we believe that PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We believe that as a health promoting school the promotion of health and well being is central to the life of the school and its relationships with the surrounding community. PSHE and Citizenship are involved in every aspect of daily life in our society and as such, have an important part to play in the education of our pupils. It can be found as a core element in all curriculum areas and is applied in a variety of situations and learning experiences across Key stages 1 and 2 and the Foundation Stage.

## DEFINITION

PSHCE is concerned with the total well being of the individual. It is concerned with:

- × Self-awareness
- × Managing feelings
- × Motivation
- × Empathy
- × Social Skills

We accept that the teaching of PSHCE must cover all age ranges and abilities and have a coherent plan for the development of knowledge, understanding and skills across key stages with clear evidence of planning for progression between key stages.

This school is of the opinion that, to meet the requirements of the National Curriculum in this subject, each class should follow and use the Primary National Strategy and SEAL (Social and Emotional Aspects of Learning) materials. Within PSHCE we also recognise:

- × **Health Education** which involves the whole school working towards the Healthy Schools Award.
- × **Citizenship** which involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society.
- × **Drug Education** which involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs.
- × **Sex and Relationships Education** is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. See Policy on Sex Education.

## SCOPE

This statement of policy applies to all pupils in primary education at this school where the development of knowledge, skills and concepts must be seen as a continuous process.

Learning PSHCE has relevance for all pupils regardless of age, gender, ethnicity or ability. This policy should be read in conjunction with the school's policies for Special Educational Needs and Equal Opportunities.

## ENTITLEMENT

We take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:

- × Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- × Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- × Acknowledges and informs pupils about their rights as children and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child.

All children are entitled to receive appropriate information about keeping healthy and safe, emotionally and physically.

For pupils: -

- ❑ a broad, balanced, differentiated and relevant PSHCE education within a general, broad and balanced curriculum which meets their individual needs,
- ❑ to be given equal opportunity to study all aspects of PSHCE without bias in learning experiences and teaching styles, including those with special educational needs as set out in the Education Act 1981 unless they are exempt,
- ❑ to have their development monitored through a range of assessment techniques.

For staff: -

- ❑ the school is committed to provide for the continuing professional development of all school staff in the field of PSHCE and will provide all members of staff with the opportunity to develop their appreciation of the subject and its relevance to their school role, through appropriate school-based and/or LA in-service training.
- ❑ the school will encourage and develop the awareness of all subject specialist staff in relation to the cross-curricular applications of PSHCE.

### AIMS

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The specific aims for this subject are: -

- ✗ Make choices and decisions by enabling pupils to develop skills in decision making.
- ✗ Develop personal autonomy by having a degree of responsibility and control over their lives.
- ✗ Make a difference or make changes by their individual or collective actions.
- ✗ Find out that there are different viewpoints which lead to a respect for the opinions of others.
- ✗ Pupils should be helped to develop a positive self-image, to have self respect and respect for other members of society and the environment in which they live.
- ✗ Provide health knowledge and enable pupils to acquire an understanding of this knowledge and the skills to interpret it.
- ✗ Help pupils to adapt to changes in themselves and their environment.

Knowledge and understanding of citizenship starts by pupils interacting with adults they know and other pupils in familiar one-to-one activities and small group situations, as well as taking part in the regular routines, roles and responsibilities of classroom and school life. Pupils learn about the right and wrong ways to behave through the boundaries set by others. Citizenship gives contexts in which all pupils, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a much wider perspective. This helps them to think about other people and ways in which they can make a difference to others and the world around them. Pupils learn about the differences in people and how to value those differences.

Teaching this aspect across all Key Stages can help pupils to:

- ✗ make choices
- ✗ take part in group activities and discussions
- ✗ realise that all individuals are important in their own right
- ✗ recognise differences and similarities in people.

## **REQUIREMENTS/EXPECTATIONS**

This school is required to give all of its pupils a broad, balanced and coherent PSHCE Education across the Foundation Stage and Key Stages 1 and 2 and to ensure continuity and progression.

Mrs. S Jackson has been designated PSHCE co-coordinator.

Her role involves:

1. **Leadership and Professional Responsibility**

Lead and manage people to work towards common goals within the statutory framework.

2. **Decision Making Skills**

Analyse and interpret relevant information and data, think creatively to anticipate and solve problems and identify opportunities.

3. **Communication**

Ensure good communication with and between staff who teach and support the subject.

4. **Self-Management**

Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, assessment, reporting and recording subject management and involvement in school development.

5. **Accountability**

Identify and organise resources.

Prepare subject co-coordinator file and portfolio of evidence.

Mrs. S Jackson will also liaise with other co-coordinators to ensure cross curricular provision.

To enable staff to implement this policy, this school will continue a staff development programme complementing that provided by the LA and other agencies.

Schemes of work will be developed to provide breadth, balance and relevance in knowledge and understanding and provide learning experiences appropriate to the child's age and ability.

A framework for assessment will be developed which will be part of the planned curriculum.

Assessment will also identify learning difficulties and assist in the planning for the strategies needed for the next step in response to individual needs.

The progress of pupils will be monitored through agreed record keeping in line with other curriculum areas.

The school will support further training for teachers in order to enable them to create the necessary contexts and appropriate teaching styles for our children.

## **CONCLUSION**

Middlestone Moor Primary School expects this policy to be implemented throughout the Early Years and Key Stages 1 and 2 in line with the views expressed in this statement and to provide a whole range of experiences and opportunities for all of its pupils.

This policy was agreed by the Governing Body during the Spring Term 2007 and should be reviewed no later than the Spring Term 2010.