



# Spring Grove School

## PSHCEE POLICY

At Spring Grove School, Personal, Social, Health, Citizenship, and Economic Education (PSHCEE) lies at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief, together with pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

### 1. AIMS

The aims of PSHCEE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. Have respect for themselves and others, valuing the differences and similarities between people;
- 1.2. Develop good relationships with other members of the school, the adults who care for them and the wider community;
- 1.3. Be independent, self-disciplined and responsible members of society;
- 1.4. Be positive and active members of a democratic society;
- 1.5. Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. Know and understand what constitutes a healthy lifestyle;
- 1.7. Be aware of safety issues and manage risk in their own lives
- 1.8. Distinguish right from wrong and to respect the civil and criminal law of England
- 1.9. Acquire a broad general knowledge of and respect for public institutions and services in England
- 1.10. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of an respect for their own and other cultures
- 1.11. Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- 1.12. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England. Encourage partisan and political views and allow them to be heard.
- 1.13. Cover Economic Elements through the curriculum in particular in maths lessons. Encourage children to take lead roles in book sales, cake sales, and other charitable events. Children are encouraged to monitor spending whilst on school trips.

## **2. CURRICULUM ORGANISATION**

- 2.1. Every class has a timetabled session of 35 minutes PSHCEE every week. This lesson will follow the planned whole school scheme of work although time may be given over to current affairs. Through our scheme of work and Economic elements in maths lessons, we cover the National Curriculum guidance for PSHCEE
- 2.2. In addition to this, PSHCEE is also taught within other subject areas and as part of cross curricular projects: Science, Geography, RE, English and History.
- 2.3. PSHCEE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
- 2.4. Whole school assemblies and / or class circle time provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

## **3. TEACHING AND LEARNING STRATEGIES**

A range of teaching and learning strategies are used:

- 1.1. During timetabled PSHCEE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 1.2. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 1.3. Visiting speakers such as the police, lawyers and health workers also contribute to the taught curriculum.
- 1.4. Beyond timetabled PSHCEE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project. Economic elements of PSHCEE are covered in the maths curriculum.
- 1.5. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class and school council meetings; recycling and composting; and by taking on roles of responsibility for themselves, for others and for the school. Elections for council membership are a yearly event with every KS1 and KS2 class participating.

## **4. RESOURCES**

Resources are spread evenly amongst the year groups.

Lessons are often the result of careful planning by the teacher.

Audio and visual resources are used by teachers with IWB but these are not available to all.

Suggested circle time activities from the scholastic text for some year groups are used.

## **5. EQUAL OPPORTUNITIES**

All children have an entitlement to access the PSHCEE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

## **6. COMMUNITY LINKS**

Working in partnership with parents and carers and with the wider school community is an essential element of PSHCEE. We seek to involve parents and keep them informed through our weekly newsletters and termly class meetings. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with Wye Church and our Christmas visit to the Residential Home, Brambles. We also seek to develop links with other faiths through visits to other faith places of worship and also by inviting adherents of other faith to visit the school and meet with the children. We are keen to invite visitors to the school who might represent various local services including the fire service, the farming community, the RNLI, the police and the ambulance service.

## **7. ASSESSMENT, REPORTING AND RECORDING**

- 1.1. Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.
- 1.2. Teachers assess children's progress in PSHCEE:
  - by making informal judgements as they observe them during lessons and at other times around school,
  - by keeping a record of individual pupil's achievements and contributions throughout school life in their Portfolio of Achievement. The assessments that we make of pupil achievements do not imply that a pupil has 'passed' or 'failed'. Assessment by outcome is often the only way of assessment.

## **8. SUBJECT REVIEW AND MONITORING**

PSHCEE is a vital component in the week's curriculum and the school is keen to protect its status. The class teacher is responsible for monitoring the standards of children's work and the quality of teaching. Teachers will support colleagues in the teaching of PSHCEE, by passing on information and ideas, and delivering staff training as appropriate creating displays. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

## **9. LINKS WITH OTHER POLICIES**

This policy links particularly to the following policies: SMSC, Sex and Relationships Education, Child Welfare and Protection, Behaviour, Pastoral Care and Anti-bullying.

P Dankert Director of Studies. June 2015