

Introduction

Personal, Social and Health Education and Citizenship (PSHE&C) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect upon their own experiences and the experiences of others. They gain an increasing understanding of how they are developing both personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. This policy covers key stages 1 and 2 as laid out in the National Curriculum. In the Foundation Stage we relate the PSHE&C aspects of the children's work to the objectives set out in the Early Learning Goals for Personal, Social and Emotional Development and Knowledge and Understanding of the World. This policy should be read in conjunction with the policies for Science, Religious Education, Geography, Physical Education, Behaviour, Drugs Education and Food.

Aims

The aim of PSHE&C is to enable the 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;
- develop a sense of identity and self worth
- have aspirations and a sense of purpose

Progression, Continuity and Differentiation

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, planning school events and working with Christ Church on several projects. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts and to set agreed classroom rules of behaviour. We offer children the opportunity to hear

visiting speakers such as health workers, police, local businesses and representatives of the local church. Circle time forms a valuable aspect of the curriculum, providing opportunities for children to express their feelings and to explore a range of issues at a level appropriate to their own understanding.

Cross curricular links

We teach PSHE in a variety of ways. Many issues are taught as a specific class lessons following the Christ Church Programme of study. Some of the time we introduce PSHE through other subjects e.g. science, geography, drama and physical education. As there is a large overlap between the programme of study for religious education and the aims of PSHE&C, we deliver a considerable amount of the PSHE&C curriculum through our religious education lessons. We also develop PSHE&C through activities and whole school events which take place throughout the year e.g. Anti- Bullying Day, class assemblies and whole school performances and themed events linked to the creative curriculum. We offer a residential visit to High Borrans where there is a particular focus on developing self esteem and giving pupils the opportunities to develop leadership skills and positive group work. Our school council takes an active role in the decision making process in school and helps to organise and run fundraising events.

Inclusion

Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual child. Teachers will respond appropriately to pupils' diverse learning needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We teach and value all children. Our teachers provide learning opportunities matched to the individual needs of each child. When teaching PSHE&C we take into account the targets set for the children in their Individual Education Plans (IEPs).

Assessment, Recording and Reporting

Teachers assess children's work in PSHE both by making informal judgements as they observe them in school and by doing formal assessments of their work, gauged against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally. The school keeps records, photographs and other evidence of children's contribution to the life of the school and community. Children's work and achievements are displayed around school to celebrate these achievements.

RRSA

At Christ Church C or E Primary school, we are committed to promoting a rights respecting ethos based on the Convention on the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. The articles set out in the CRC are known to all children and adults in the school and we encourage rights respecting language and behaviour at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Resources

We keep resources for PSHE in a central store. The PSHE and Citizenship co-ordinator has a list of outside agencies that can help with the teaching of sensitive issues.

Monitoring and review

The PSHE&C co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and citizenship 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 co-ordinator is also responsible for giving an annual report to the head teacher evaluating strengths and weaknesses in the subject and indicating areas for further development. We allocate time for the co-ordinator to fulfil this role by reviewing children's work and observing teaching of the subject in other classes.