

**Cale Green Primary School**  
**Personal Social Health Education and Citizenship Policy**

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**September 2017**

**Review date: September 2018**

This policy has been drawn up in consultation with all teaching staff, other school staff, parents, pupils, governors, members of the wider school community and other agencies. This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus. It is referred to in relevant areas of the curriculum. A copy of the policy can be found in the staff handbook and school website.

**Rationale**

PSHE at Cale Green Primary School is designed to:

- Prepare children to assess and calculate risk effectively in their lives
- Develop their emotional health and well-being and resilience
- Prepare the children to be 'active citizens' in modern Britain

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- *Promotes the spiritual, moral, social and cultural development of pupils in the school and of society; and*
- *Prepares pupils for opportunities, responsibilities and experiences of adult life.*

'Every Child Matters' requires these outcomes for our children:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution and
- achieve economic wellbeing

Cale Green is a place of learning and our intention is to create independent young people therefore it is essential we provide the learning to enable our children to take gradual responsibility for these outcomes.

The National Curriculum has three statutory aims, for all children to become

- successful learners
- confident individuals and
- responsible citizens

The provision of

- a comprehensive, developmental PSHE programme, which supports well-being and promotes safeguarding and child mental health supported by a curriculum that provides opportunities for personal and social development
- set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle

is central to our school's response to these requirements.

## **Aims**

PSHE, together with Citizenship, is central to the development of the children at Cale Green. The planned programme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their lives and society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE programme provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, language skills, strategies and understanding that enable young people to make positive lifestyle choices now and in the future
- Developing the key concepts and skills that both support (for example team working that encourages more effective group enquiry) and transcend academic learning (for example building resilience and developing entrepreneurial skills) and that are essential to employability in a rapidly changing global economy
- The promotion of the children's emotional health and wellbeing.

The values and ethos of Cale Green will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our children.

The PSHE programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are supported.

Cale Green provides opportunities for children to make real decisions about their lives, to take part in activities that stimulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

## **Equal Opportunities**

At Cale Green we promote the needs and interests of all children irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision.

We promote social learning and expect our children to show a high regard for the need of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues ensuring equal opportunities for all.

## **Key Principles**

Our PSHE programme recognises that young people will bring prior learning and real life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our children. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure relevance.

We provide PSHE through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

The PSHE programme is taught within a safe and supportive learning environment where children can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help children develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

Cale Green is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of children is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all the children in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as the facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which focuses on what children can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE encourages children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

### **The use of visitors in the classroom**

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Recent visitors have included the NSPCC who have worked with children on their 'Speak Out. Stay Safe' programme and with parents using their on-line safety training package. The school also works annually with The Proud Trust and has regular visits from other organisations that support learning across this curriculum area.

### **Pupils with additional educational needs**

As far as is appropriate, children with special educational needs follow the same PSHE programme as all other children. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Teaching Assistants work with individual children, where required and sometimes on a one-to-one basis with the school's Learning Mentor.

It is the school's policy not to withdraw pupils with special educational needs from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

### **Curriculum Organisation**

#### **Foundation Stage**

To ensure that all children are kept healthy and safe the Nursery and Reception classes follow the Early Years Foundation Stage.

One of the three prime areas particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive is personal, social and emotional development.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

To achieve the Early Learning Goal children need to demonstrate self-confidence and self-awareness. This can be identified when:

- children are confident to try new activities, and say why they like some activities more than others
- children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- children say when they do or don't need help.

In addition the children need to demonstrate self-confidence and self-awareness. This can be identified when:

- children can managing feelings and behaviour
- children talk about how they and others show feelings
- children talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- children work as part of a group or class, and understand and follow the rules
- children adjust their behaviour to different situations, and take changes of routine in their stride.

Children also need to be able to make positive relationships. This can be identified when:

- children play co-operatively, taking turns with others
- children take account of one another's ideas about how to organise their activity
- children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

This prime area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Where appropriate the children will use activities developed from the SEAL, RSE, and The Linking Network and DATE resources. Weekly 'Circles' also take place.

## **Key Stage 1 and 2**

On a Tuesday and Thursday each week, there are 2 slots for PSHE related activities. These explicit PHSE lessons also contain activities such as Peer Massage, Relax Kids and 'Circles'.

Current non-statutory guidelines for PSHE and Citizenship, as set out in the National Curriculum, will be met through the use of Stockport's RSE SPIRAL (Relationships and Sex Education) and DATE (Drugs, Alcohol and Tobacco) SPIRAL curriculum, ABCD (Anti-Bullying resource) and The Linking Network resources as well as a wealth of other activities and cross-curricular links.

Each year group follows the PSHE Scheme of Work which blocks PSHE lessons into 4 nine week units (to run alongside the 4 theme school year format). Within these 4 blocks, the National Curriculum learning objectives will be met by the use of the curriculum and support materials mentioned above.

The 4 main areas of learning are:

1. **Setting ground rules, exploring feelings and friendships** (using Circles and RSE SPIRAL curriculum resources)

2. **Being an active citizen** (including work on anti-bullying and homo-phobic bullying, including School Linking Network resources)
3. **Keeping safe** (using the DATE curriculum and cyber / on-line safety)
4. **Keeping healthy** (Healthy eating, physical activity, RSE and 'Keeping Ourselves Safe' week).

In addition, 3 weeks are specifically 'blocked out' for PSHE. The first and last weeks of the school year are devoted to PSHE activities and there is a 'Keeping Ourselves Safe Week' every June.

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

### **Confidentiality**

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

### **Assessment, recording and reporting**

As with any learning, the assessment of children's personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Children do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

### **PSHE Leaflets**

At the beginning of each theme parents receive a PSHE newsletter which provides a broad outline of the content to be covered in PSHE. The newsletter also details any notable activities / events and the strategies used in the classroom.

Other policies contribute to the personal, social and emotional development of pupils:

- *Relationships and Sex Education (RSE)*
- *Anti-bullying*
- *Child Protection*
- *Promoting Race and Equality*

S. Phillips  
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