

**Downview Primary School**  
**Personal, Social, Health and Citizenship Education (PSHCE)**  
**Policy**

At Downview Primary School we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote 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 PSHCE 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 and 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.

## **2. Curriculum organisation**

2.1 Every class has a timetabled session of PSHCE every week. The lessons will be planned using SEAL resources and additional school plans for Drugs, SRE and Healthy Eating linked with science. Through this teaching, we cover the National Curriculum guidance for PSHCE.

2.2 In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.

2.3 PSHE 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 and class assemblies 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 is used:

- 1.8. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, WWO and problem-solving.
- 1.9. 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.
- 1.10. Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- 1.11. Beyond timetabled PSHE 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.
- 1.12. 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 council meetings; recycling and composting; and by taking on roles of responsibility for themselves, for others and for the school.

### **4. Resources**

*Include statement about the resources to be used, including visitors and visits and the use of ICT*

Each year group uses the Seal resources planning -

- New Beginnings
- Good to be me

- Getting on and falling out
- Going for goals
- Relationships ( linked with SRE using Downview Scheme of work)
- Changes

Drugs and Healthy Eating are taught in addition to these.

## **5. Equal Opportunities**

All children have an entitlement to access the PSHE 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 PSHE. We seek to involve parents and keep them informed through our newsletters, termly drop ins and termly parents evenings. 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 (See Community Cohesion Policy).

## **7. Assessment, reporting and recording**

7.1 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.

7.2 Teachers assess children's progress in PSHE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making formal assessments of their achievement on their end of year report
- by starting each topic with a 'What do we already know?' session and planning according to the needs of each individual class.

7.3 The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

## **8. Subject review and monitoring**

The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate.

## **9. Links with other policies**

This policy links particularly to the following policies: Confidentiality, Sex and Relationships Education, Drug Education, Child Protection, Behaviour, Anti-bullying and Food Policy.