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2				

PSHE & C Policy

Personal, social, health education and Citizenship (PSHE & C)

1. Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. PSHE is a key area in helping the school to meet the five outcomes of the Every Child Matters (ECM) agenda. We encourage our pupils to make a positive contribution (ECM) to the life of the school and the wider community. In so doing we develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

1.2 The aims of personal, social and health education are to enable the children to:

- know and understand what constitutes a healthy lifestyle (Be healthy [ECM]);
- be aware of safety issues (Stay Safe [ECM]);
- understand what makes for good relationships with others;
- have respect for others;
- prepare for responsibilities and experiences of adult life.
- to have increased involvement in the life of the school
- develop good relationships with other members of the school and the wider community (Make a positive contribution [ECM]).

2. Teaching and learning style

2.1 We use a range of teaching and learning styles to teach PSHE and citizenship.

2.2 We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

2.3 We encourage the children to take part in a range of practical activities that promote citizenship, eg charity fundraising, the planning of year group assemblies and involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able to participate in discussion to resolve conflict or set agreed classroom rules of behaviour, this is supported by the development of the class full value contract. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches, whom we invite into school to talk about their role in creating a positive and supportive local community.

3. PSHE and Citizenship curriculum planning

3.1 We use the SEAL – Social and Emotional Aspects of Learning –a scheme of work to facilitate our teaching of PSHE and citizenship. Each term has a new theme which becomes a whole school focus. Within each theme there are suggested lesson plans and resources to facilitate learning.

3.2 We teach PSHE and citizenship in a variety of ways across the curriculum. However, in some subject areas e.g. drugs and Sex & Relationships Education (SRE) are taught as discrete subjects.

3.3 Some of the time we introduce PSHE and citizenship through other subjects eg when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of our local community. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of PSHE and citizenship through our religious education lessons.

3.4 We also develop PSHE and citizenship through activities and whole-school events, eg the school council representatives from each class meet regularly to discuss school matters. We have a weekly celebration assembly where children's achievements (in and outside of school) and birthdays are recognised. We offer residential visits annually, where there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We have introduced a peer mediation system where members of upper KS2 have been trained to mediate in playground disputes.

4. Teaching PSHE and citizenship to children with special needs

We teach PSHE and citizenship to all children regardless of their ability.

When teaching PSHE and citizenship we take into account the targets set for the children on their Individual Education Plans (IEPs). There are staff trained in complimentary areas to facilitate the implementation of Silver SEAL sessions. These sessions are for children who have been identified as requiring additional guidance.

5. Assessment and recording

There are no formal arrangements for assessing individual children's progress in developing social, emotional and behavioural skills included in the SEAL resource. Within each theme overview, however, there are descriptions for each age group of what children will know, understand and be able to do following the successful completion of work on the theme. Teachers assess the children's work in PSHE and citizenship by making informal judgements against the 'I can ...' statements in relation to AfL (Assessment for Learning) (see appendix 1 in DfES SEAL publication 1378-2205G). This is done through observation and questioning during lessons. Also, during school activities, social functions and school visits. Children's progress in PSHE is reported annually to parents.

6. Resources

Year groups have a selection of appropriate resources from the SEAL scheme of work, and the co-ordinator holds a selection of reference materials relevant to particular subject areas e.g. drugs and SRE. Other sensitive issues are dealt with by the appropriate agencies who visit the school.

7. Monitoring and Review

The PSHE and citizenship subject leader will work with the children, Headteacher and class teachers to ensure equality of provision across the year groups and to identify how effectively SEAL is being implemented in the school. This will be conducted through observation and discussion (see attached proformas).

The governor linked to PSHE and Citizenship has responsibility for monitoring this policy.

8. Related policies

Drugs, SRE, H & S, Child Protection, Anti-Bullying, R.E., Behaviour, Confidentiality, Food.