



Personal, Social, Health, Emotional & Citizenship Education

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Document history

- Issue 1: This is a new policy written in February 2009.
- Issue 2: The original policy with some minor alterations.
- Issue 3: This policy has had a complete re-write
Date: 19 October 2012
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1 Introduction

Why is PSHCE education important?

PSHCE education makes a major contribution to Hollingworth's statutory responsibilities to:

- promote children and young people's wellbeing
- contribute to curriculum aims
- promote community cohesion
- achieve health related outcomes

The relationship between PSHE education provision and our school ethos is important. Our school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHCE education

Footnote:

(Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)

2 The aims of Personal, Social and Health Education and Citizenship

We aim to:

- Provide a broad balanced curriculum meeting the needs of all pupils.
- Promote their good behaviour and safety and their spiritual, moral, social and cultural development.
- Engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.
- Help children prepare for life in modern democratic Britain and a global society.
- Promote safe practices and a culture of safety through the curriculum
- Work in partnership with external agencies and the community, including business.

Our delivery of PSHCE is in line with local and national priorities.

3 Curriculum and school organisation:

PSHCE is taught both discretely, as an element of other parts of the curriculum and as opportunities arise throughout the school day A variety of teaching styles is used.

Whole-school/Key Stage assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements.

In planning the Curriculum, teachers at Hollingworth Primary School provide:

- a clear, consistent framework of values, supported and agreed by all, in which to work;

- a classroom climate that encourages a high level of interest and all children to explore and develop attitudes, skills and knowledge related to the learning outcomes;
- opportunities for personal growth outside the classroom through school responsibility, extra-curricular activities and educational visits.

We provide opportunities for personal, social, and health development through:

- individual, peer group, collaborative group work, discussion and role-play;
- involvement in a range of problem solving activities;
- preparation and presentation of tasks for different audiences;
- positive self and peer assessment;
- positive marking, with oral or written comments;
- active participation in the community served by the school.

We recognise that the most important role of PSHE education teaching is to raise achievement and to help promote the pupils' spiritual, moral, social and cultural development.

Knowledge is interlinked and knowledge from one area may be pertinent to others.

We foster an effective **pupil voice** through a range of activities including a school council which engages fully with pupils of all ages and is taken seriously by the leadership and management at the school. The School's Council has two representatives from Y2-Y6. Meetings are held at least once every half term to discuss and take decisions on various aspects of school life, including, the school environment, behaviour, sports and arts provision, charity fund-raising activities and curriculum activities. The Learning Mentor is responsible for co-ordinating the School's Council. School governors are invited to attend every school council meeting.

PSHCE is central to the educational entitlement of all children at Hollingworth Primary School and permeates all aspects of life in school. It is encompassed within the teaching of all subjects within the National Curriculum.

PSHCE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Drugs Education
- Inclusion
- Behaviour
- Child Protection
- Sex and Relationships Education
- Health and Safety
- Equal Opportunities(inc disability rights)
- Race Relations and Equality
- Safeguarding

4 Citizenship

Citizenship comprises three interrelated strands:

- Social and moral responsibility – pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.

- Community involvement – pupils learning to become involved in the life and concerns of their neighbourhood and community.
- Political literacy – pupils learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.

Through a variety of learning experiences Hollingworth Primary School helps each child to develop the skills, knowledge and values related to citizenship.

5 Responsibility, management and co-ordination:

This policy was developed in consultation with the whole staff and has been approved by the governors.

Pupils and parents/carers are consulted with reference to all policies.
All school staff and pupils have the responsibility for ensuring that this policy is upheld.

6 Monitoring and evaluation:

Monitoring and evaluation will be carried out by the Headteacher, or P.S.H.C.E co-ordinator annually by talking to a group of children from each year group at the end of the year. The class teacher of each year group highlights the QCA end of key stage statements to illustrate coverage and to inform subsequent planning. An annotated assessment sheet is completed by each class teacher at the end of the year.

7 Partnership with parents and the local community:

At Hollingworth Primary School, we aim for PSHCE to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents/carers and is a vital part of the whole-school approach. PSHCE is encompassed in our Home-School Agreement and information within our School Prospectus. Parents /carers are encouraged to become involved in the life of the school, helping in class, with extra-curricular activities, fund raising and contributing to the curriculum. Parents/carers at Hollingworth Primary School are kept fully informed of the school's policy for Sex and Relationships Education.

Hollingworth Primary School values the contributions of the community and outside agencies to the personal, social and health development and citizenship of its children, including:

- the School Nurse
- civic leaders
- local businesses
- Police
- the Fire Service
- local religious and community-based figures.

8 Further information

Important documents and resources:

Calouste Gulbenkian Foundation	Passport: Framework for PSHE 1998
DfES	Preparing Young People for Adult Life (Circular 05/99)
DfES	The National Healthy School Standard (Circular 10/99)
DfES/QCA	National Curriculum Handbook for Primary Teachers 2000
Institute for Citizenship	Junior Citizenship Project for Key Stage 2
QCA	Personal, Social and Health Education and Citizenship at Key Stage 1 and 2. Initial Guidance 2000
QCA	Education for Citizenship and The Teaching of Democracy in Schools 1998
PfEG.org	Personal, Financial Education Group (An Educational Charity)
The revised Ofsted Framework and Evaluation Schedules January 2012	
www.pshe-association.org.uk	
The Importance of Teaching - The Schools White Paper 2010	

9 CITIZENSHIP TIMETABLE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	QCA Unit 3 Animals around us		QCA Unit 4 People who help us		QCA Unit 6 Developing our school grounds	
YEAR 2	QCA Unit 1 Taking part		QCA Unit 2 Choices		QCA Unit 5 Living in a diverse world	
YEAR 3	QCA Unit 1 Taking part		QCA Unit 3 Animals around us		QCA Unit 9 Respect for property	
YEAR 4	QCA Unit 2 Choices		QCA Unit 6 Developing our school grounds		QCA Unit 11 In the media – what’s the news?	
YEAR 5	QCA Unit 4 People who help us		QCA Unit 7 Children’s rights – human right		QCA Unit 8 How do rules and laws affect me?	
YEAR 6	QCA Unit 5 Living in a diverse world		QCA Unit 10 Local democracy for young citizens		QCA Unit 12 Moving on	

