



PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP POLICY

RATIONALE

Throughout PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our school values of: Perseverance, Kindness, Forgiveness, Respect and Love

The Education Reform Act 1988 encourages schools to:

- “promote the moral, spiritual, physical and mental development of all pupils and to prepare pupils for the opportunities, responsibilities and experiences of adult life”.
- “combat ignorance and therefore increase understanding and promote the ability to make informed decisions”.

AIMS

The curriculum will encourage:

- valuing and respecting oneself, others and the wider community
- responsibility for one's actions and an understanding of the consequences of these for one's own well being and that of others.
- The importance of good mental health

CURRICULUM PROVISION

There are different forms of curriculum provision for PSHE and Citizenship.

1. Discrete curriculum time:

Our Curriculum has four main strands:

- Health Education
- Relationships Education
- Living in the Wider World- including British Values
- Relationships and Sex Education (This has a separate policy.)

2. Through and in other curriculum areas:

- **English:** skills in enquiry and communication; stories that illustrate aspects of personal and social development;
- **Mathematics:** responsibly handling money; counting and sharing;
- **Science & Design and Technology :** drugs (including medicines); sex; health; safety and the environment; health and safety; healthy eating; realising that people have needs and they generate design ideas; use of technology;

- **Computing:** communicating with others; finding information on the internet and checking its relevance;
 - **Humanities:** use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past, topical issues concerning environment, sustainable development, land use; study of pupils' own locality and places in different part of the world, including less economically developed countries;
 - **The Arts:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures, making the most of abilities in playing or singing; issues of cultural diversity, their value and expression;
 - **Physical Education:** teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports;
 - **Religious Education;** religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
 - **Play;** through providing a wide range of creative learning experiences in indoor and outdoor learning environments
3. Citizenship activities and school events:
- educational and residential visits;
 - special days such as Sports Day, Festivals, End of Year Celebration, Leavers Day, Open Afternoon
 - curriculum 'Focus Weeks'
 - school productions
 - social events
 - celebrating achievement
 - participation in worship
 - wider community liaison
 - after-school activities
 - visitors
 - links with the church community
 - transition liaison
 - intra and inter school sporting events
 - encouraging risk taking through problem solving, adventure and informal social grouping
 - outdoor provision

ASSESSMENT AND REPORTING

In PSHE and Citizenship there are two broad areas for assessment:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy
- how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in PSHE and Citizenship will not imply that children are failing as people or citizens. It will not be a judgement on the worth, personality or value of an individual child or their family.

Progress in PSHE and citizenship will be included as part of the written report to parents.

This policy should be read along with other relevant school policies and will be reviewed on a regular basis.

Relationships and Sex Education Policy



Our Relationship, Sex and Health Policy is based on a scheme written by the Diocese of Bristol

Adopted: January 2002
Reviewed: May 2009
Reviewed: May 2013
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