

Great Eccleston Copp Church of England
Primary School

P.S.H.E. Policy

Reviewed September 2018

What is personal and social development?

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, emotional, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community.

At Copp, we provide a sensitive and highly tactical approach to issues which concern some individuals to ensure that they are able to address these and are able to access a broad and balanced curriculum.

What are personal, social and health education (PSHE) and citizenship?

PSHE and citizenship are planned elements of the whole curriculum that help to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

It helps them to:

- develop confidence and responsibility and make the most of their abilities
- prepare to play an active role as citizens
- develop a healthy, safer lifestyle
- develop good relationships and respect the differences between people.

What contribution do PSHE and citizenship make to the school's own ethos and values?

The planned provision for PSHE and citizenship should not sit separately from other aspects of the school: it should be integral to a whole school approach that embodies the principles of personal and social development and active citizenship.

The values and ethos of the school will not only be made explicit in PSHE and citizenship, they will at times be shaped by what happens in PSHE and citizenship.

The development of appropriate values is fundamental to PSHE and citizenship. There will be explicit teaching around values but particularly as a Christian school, members of staff aim to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

How are children involved in the school's decision-making procedures?

We believe that children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community.

Children will contribute in a variety of ways including:

- the School Council (CKC)
- circle time and class discussions
- worship
- pupil questionnaires

Which principles should we apply in teaching PSHE and citizenship?

Through PSHE, we aim to apply these principles:

- inclusion and equal opportunities
- access and entitlement
- curricular balance
- differentiation and achievement of potential
- preparation for the future.

How do we make provision for PSHE and citizenship?

PSHE and citizenship will be provided through a combination of:

- discrete curriculum time
- teaching through and in other subjects/curriculum areas
- PSHE and citizenship activities and school events
- community and church events
- school worship.

There are whole school targets each half term which are based on Christian values. These are discussed in worship and displayed throughout the school. Music in worship is linked to these themes.

Which skills will be developed through PSHE and citizenship?

Emotional Literacy

This is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

- recognising, naming and describing feelings;
- understanding and empathising with others feelings;
- managing one's own feelings;
- responding appropriately to the feelings of others;
- communicating effectively;
- being an effective listener.

Key skills:

Communication:

e.g. reading, speaking, listening, questioning discussion debating and writing.

ICT:

Being able to access information from a variety of ICT sources.

Learning to evaluate the validity of different sources of information.

Being able to present information using a variety of ICT skills.

Evaluating the moral and global implications of the present and future direction of ICT.

Understanding that the collection, storage and use of personal data have a moral dimension.

Using ICT to enable young people to communicate with the wider/global community.

Working with others

Improving own learning and performance

Problem Solving

Thinking skills:

Information-processing

Reasoning

Enquiry

Creative thinking

Evaluation

How will visits and visitors be used to enhance learning in PSHE and citizenship?

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving.

Visits to places of worship, local government and business premises, sports centres, health centres, libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc can greatly enrich the PSHE and citizenship provision. Older pupils are offered a residential visit which also enhances the PSHE curriculum.

How will sensitive and controversial issues be handled?

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

How will the issue of confidentiality be handled?

In the context of PSHE and citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. Where there is a 'disclosure', the member of staff will act in line with the Child Protection Policy and will pass the matter on to the Headteacher, who is the DSP (or in her absence, the deputy DSP Mr Harding). Teachers will not offer pupils, or their parents, unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on appropriately. In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

How will PSHE and citizenship be assessed, recorded and reported?

At Copp, we work on 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, values and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and promoting positive relationships.

The following can all contribute to assessment:

- children themselves through self assessment and peer assessment
- teachers through observation, discussion and assessment of class work
- special projects and events.

Recording and reporting

Children's successes and achievements will be reported and recorded in a variety of ways. For example:

Stars of the Week

Dojo points

Texts to parents

More formal reporting will happen via reports to parents on their child's progress.

See also Sex and Relationships Policy.