



St Christopher's School

PHSCE POLICY

Policy to be reviewed annually		
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Approved by	Assistant Head Academic	October 2020
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To be published on	
School network	✓
School website (if appropriate)	

PSHCE

PSHCE is the teaching of personal, social, health and citizenship education. The subject fosters the personal development, health and well-being of the individual child, to help them to create and maintain supportive relationships and become an active and responsible citizen in society. At St. Christopher's the PSHCE curriculum is taught in an atmosphere of trust and is intrinsically linked to the SMSC core values to ensure that we are promoting the welfare of all pupils.

- Personal – share, grow, stay safe, be healthy
- Spiritual - experience, enjoy, achieve, awe and wonder
- Moral - reason, evaluate, democracy, rule of law, anti-bullying
- Social - understand, listen, debate, contribute
- Cultural - citizenship, liberty, respect for others' beliefs, diversity

The School's aims are founded upon the skills that we hope to develop through PSHCE across the school: independent learning, critical thinking, creativity, mutual trust, inclusion and respect for all peoples, friendship and self-confidence, awareness of themselves and the world around them and readiness to embrace challenges.

Aims of the Department

- To develop and encourage partnerships with parents, carers and our local community.
- To ensure the five SMSC core values are embedded in medium term plans across the curriculum.
- To ensure that safeguarding and promoting pupils' welfare forms an integral part of planning and teaching.
- To promote the welfare of all pupils and create an ethos of working collaboratively, respecting diversity and promoting equality throughout the school.
- To deliver a pupil-centred curriculum based upon the pupils' collective and individual needs.
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- To enable the pupils to think critically and be able to talk openly, expressing their feelings opinions freely within a safe environment.
- To encourage the pupils to reflect on the many spiritual, moral, social and cultural issues in their lives.
- To develop a sense of a social responsibility and enable the pupils to play an active role as members of a democratic society.
- To embed Relationship and Sex Education within our PSHCE lessons (See RSE policy.)

SMSC: Spiritual, Moral, Social and Cultural development

Social Development

- Group tasks, debate, discussion and drama activities are used to develop social skills such as cooperation and teamwork.
- Develop a willingness to work with others and resolve conflict effectively.
- Develop an understanding of how different communities work.

Moral Development

- Develop an understanding of right and wrong, challenge each other's opinions in the context of class discussions and apply this to their own lives
- Partake in Anti-Bullying Week, understanding how to make good choices when it comes to conflict between peers.
- Create class rules and understand why it is important to uphold these and the school's Golden Rules and behaviour policy.
- Promote opportunities for action within the community to foster a sense of social responsibility and commitment to act.

Spiritual Development

- Children are encouraged to ask 'big questions' and to share and respond to personal beliefs.
- During discussions, children further develop their own beliefs and principles and respect those of their peers.

Cultural Development

- Philosophy 4 Children (P4C) discussions enable children to share opinions and develop their ability to respect opinions different from their own.
- Celebrate diversity and inclusion in our school community and the wider world, using role models and historical figures from a range of different cultures.
- Explore how different cultures can offer great insights into how we lead our lives.

Teaching and Learning

PSHCE lessons are individual to each class and dependent on their needs and include activities and discussions that are fundamentally linked to these criteria. However, our aim is that PSHCE skills are not just developed during these lessons. Many of the aims are evident across the school, by creating an ethos of working collaboratively, expressing feelings and opinions freely and reflecting on SMSC issues. At the end of each half term, teachers document where we have focused on each of the SMSC core values in our everyday teaching across the curriculum.

Teachers employ a wide range of strategies when teaching PSHCE. Class discussion, role-play, interactive activities are used to introduce new topics to the class. Visual stimuli, videos and stories are particularly useful to initiate class or group discussion on a theme. The 6 Thinking Hats, The Habits of Mind and Philosophy for Children are three tools that are used in every classroom to help teachers and children expand their thoughts and ideas on a

particular topic. Enabling the class to think through ideas in more detail and question why they think, act or feel the way that they do in specific situations is vital to allow a deep and thorough discussion of the issues that are being investigated.

EYFS: Reception Year, The Early Learning Goals and Educational Programmes

(see Curriculum Policy)

PSHCE is explored under Personal, Social and Emotional Development.

Children are provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. We support children's emotional well-being and help them to know themselves and what they can do.

Lower School and Key Stage 2

Within both the Lower School (Year 1-3) and Key Stage 2 (4-6) children cover topics of: personal development, citizenship and health. The concept-based curriculum provides teachers with the opportunity to explore ideas in the context of their own classroom and year group in a way that is appropriate for their children. Teachers are encouraged to make links across the curriculum with PSHCE, and provide opportunities for child-initiated learning.

Child-initiated Learning

(see Curriculum Policy)

The Teaching and Equal Opportunity

(see Curriculum Policy)

Differentiation and Challenge

The PSHCE curriculum is designed so that all pupils are able to achieve their potential, regardless of race, religion, gender, disability, culture or special educational needs. This is achieved through differentiation at classroom level and via a positive ethos in the school.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where a child's Individual Education Plan (IEPs) relates to their personal development we ensure that opportunities are planned to support children in achieving these.

It is important that the PSHCE teacher has a good understanding of the social and personal circumstances and experiences of the pupils in their class. Where PSHCE is not taught by the form teacher, strong links must be made between the PSHCE teacher and form teacher, so that any particular issues relating to PSHCE topics are addressed appropriately.

Celebration of Achievement

- Displays are placed where all pupils can appreciate them
- Individual work is shown to heads of department, key stage leaders and/or the head teacher
- Children are encouraged to share out-of-school achievements during the relevant key stage assembly
- Merits are awarded for effort, achievement and exemplary behaviour
- Achievements and fundraising are celebrated in our annual school magazine

Assessment, Recording and Reporting

There are no statutory requirements for assessing achievements in PSHCE. Much of the work done in PSHCE is oral, however, discussion and topic work are recorded as often as is practical.

Assessment for learning (AfL) forms a vital part of teacher planning and teaching in PSHCE. Teachers ensure they have a good understanding of their class and will use this understanding to tailor lessons to their needs. The teacher is able to formatively assess throughout a lesson, using observation of independent reflection and participation in critical discussions to inform next steps for each individual and the class as a whole. The child's opinion is to be valued at all times and they should be given the opportunity for self-assessment.

Health and Safety

Pupils should be taught to use the equipment appropriately and develop safe and tidy work practices.

Resources

Teachers use a range of resources, including, but not limited to: news reports, picture books, ICT

ICT

In PSHCE and computing lessons, pupils learn how to stay safe whilst using ICT. These are transferrable skills that are referred to as ICT is used across the curriculum. We also have an e-safety focus during Safer Internet Week for all year groups where teachers plan an age-appropriate activity for children to discuss how to stay safe on the internet.

ICT is often used to facilitate teaching and learning in PSHCE. Importantly, it allows teachers to share stimuli such as pictures and videos on the interactive whiteboard as the basis for P4C discussions. These pictures and discussion notes can then be referred to in subsequent lessons, allowing the discussion to continue. The computers are also used individually or in small groups to investigate particular topics. This is particularly useful with programs such as Espresso that enable the pupils to access child-friendly news reports and keep up to date with current events.

Digital cameras also form an important part of the assessment and recording process, enabling practical activities to be evidenced in books. This is particularly important in Key Stage 1.

Marking

(see Marking Policy)

Homework

(see Homework Policy)