

Littledean Church of England Primary School
Personal, Social, Health, Citizenship and Economic (PSHCE) Education Policy
'People with time for Children'

Introduction

PSHCE promotes children's personal, social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up in today's society. It gives children an understanding of the rights and responsibilities that are part of being a good citizen.

Aims

Through our PHSCE curriculum at Littledean C of E Primary School we aim to:

- give children the knowledge, and develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- encourage and support the development of social skills and social awareness;
- enable children to make sense of their own personal and social experiences;
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others;
- encourage a caring attitude towards and responsibility for the environment;
- help children to understand and manage their feelings;
- help children to understand how society works and the rights and responsibilities involved.

Curriculum

Early Years Foundation Stage (EYFS)

In the EYFS, PHSCE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHCE is about making connections and is strongly linked to play. PHSCE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as changing for PE lessons. Positive experiences are built through daily opportunities to share and enjoy a range of activities.

Key Stage 1 and Key Stage 2

The PHSCE curriculum is divided into a two year rolling programme for each class in the school. The children are encouraged to engage in activities that promote an understanding of themselves growing and changing as individuals, and as members of a wider community. These activities encourage children to understand how their choices and behaviours can affect others.

Planning

We use The PINK Curriculum in order to plan PHSCE lessons and we use the SWGfL Digital Literacy resources for teaching the children about online safety.

As well as the more structured PHSCE lessons, children are also able to learn about PHSCE concepts through their daily life at school, examples of this include:

- encouraging everybody to take responsibility for their actions through the agreement of class rules;

- encouraging everybody to 'act out' the Christian Values for Life, which we discuss during whole school and class collective worship;
- involving children in the setting of their own goals and targets for learning;
- encouraging children to recognise and respect the differences between people;
- the democratic election of House Captains each year and attendance at the subsequent House Captain meetings;

There are also wider opportunities for personal and social development at school. These include:

- the development of each child's ability to work as part of a team, become active within the school community and recognise qualities of good citizenship;
- consideration of the holistic needs of every child with regard to their race, culture, language and faith;
- planning class visits and trips which widen children's experiences beyond the immediate local environment;
- coming together for collective worship;
- celebrating academic and personal achievements;
- planning events which encourage the school to work together e.g. church services, topic weeks etc...

Equal Opportunities

Provision for PHSCE is in line with all of our policies. All children have equal access to the PHSCE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and background of the children and will not reflect gender or cultural stereotypes.

Written: January 2017

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