



PSHCE Policy

1. Introduction

Personal, Social, Health, Citizenship & Economic Education (PSHCE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.

Through a PSHCE programme that is planned and consistent throughout the school, children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future.

An effective and meaningful PSHCE programme will cater for all pupils by providing learning opportunities in a combination of three ways:

- In the context of a positive school climate and atmosphere
- Through discrete time (a specific time on the timetable)
- Through an integrated approach across a range of subject areas

Implementation in this way will enable the teacher to adopt a coherent approach to the programme, take appreciation of the learning experience in the home and make use of the most appropriate learning and teaching strategies.

2. Aims

The aims of PSHCE education are

- To promote the personal development and well-being of the child
- To foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

3. Purpose

- To ensure that all members of the community understand their roles and expectations with regards to PSHCE



- To provide an outline of the content, organisation and planning of PSHCE

4. Scope

This document applies to all members of the school community

5. The PSHCE curriculum

The curriculum is presented in three strands: *Health and Wellbeing*, *Relationships* and *Living in the wider world*. These are consistent throughout the Primary School and provide a basis for the PSHCE at the Secondary level.

Suggested plans are made available, outlining the content that could be covered at each stage of the child's time in school. Because a child's development proceeds unevenly, the content and associated exemplars should be used in a *flexible* manner. They are a guideline from which a suitable programme can be developed, one that can have maximum effect because it is made to suit individuals, schools and sets of circumstances. The programme is created where similar content is revisited at each level but the processes, approaches and information adopted reflect the needs of children at a particular time and at their various stages of readiness.

Health and Wellbeing is concerned with the personal development of the individual child and his/her health and well-being. An exploration of the elements of this strand can foster self-awareness and understanding and enable children to care for and respect themselves. The content also allows for the development of a variety of personal and self-management skills and the fostering of a sense of personal responsibility for their own actions and behaviour. The strand also contributes to children establishing ways of thinking, feeling and acting that can help to promote and maintain health and well-being both now and in the future.

Relationships focuses on developing a sense of care and respect for other people and the facility for relating to and communicating effectively with others. It helps to foster the qualities and dispositions in the children that will help them to live and work with others and to act in socially responsible ways. They are given opportunities to learn and practice a wide range of communication skills, including the ability to resolve conflicts, to empathise, to be assertive, to co-operate and to work collaboratively with others.

Living in the wider world enables children to explore the various communities in which they live. They can learn how to operate competently in society and to understand what it means to belong and to share a sense of purpose. In exploring this strand they are encouraged to develop a sense of social responsibility and an appreciation of the interdependent nature of the world in which they live. The work in this strand also includes exploring the need to care for



the environment and to keep it in trust for future generations. Children are given opportunities to learn about their own culture and traditions and are encouraged to respect the rights and contributions of culturally diverse people and groups.

This strand also promotes media awareness and helps children to examine and explore various forms of media. Using media techniques and becoming familiar with information technologies in a structured way can help children to benefit from the technology, thus fostering critical media usage.

In Secondary, our scheme of work again provides a flexible and progressive framework which supports teachers to deliver the PSHCE curriculum following the three strands. Also embedded within the framework are opportunities to develop the Spiritual, Moral, Social and Cultural (SMSC) understanding of our students so that pupils can become thoughtful, caring and active citizens in school and the wider society. Taking this into account, there is a planned curriculum to enable pupils to learn to:

- Be physically and emotionally healthy,
- Stay safe from abuse and exploitation and to develop healthy relationships
- Stay safe online, recognise the dangers of inappropriate use of mobile technology and social networking sites
- Stay safe from all forms of bullying including on line and prejudice based bullying
- Keep themselves and others safe in different situations and settings
- Spiritual, Moral, Social and Cultural Development

6. Assessment

Assessment in PSHCE guides the teacher in improving the learning experiences for the child and in continually refining and developing the programme to suit individual needs, interests and abilities. It can be particularly helpful in enabling children to see how they are progressing and to recognise and appreciate their own achievements. As many of the benefits or outcomes of PSHCE do not emerge or become evident until long after the child has left primary school, the assessment relates to that which can be effectively assessed during his/her time in school.

Assessment of PSHCE is concerned with:

- Knowledge and understanding
- The child's ability to demonstrate the skills that are being learned and practised

We also recognise the importance of self-assessment. This is a skill that needs to be learned and practised.

There are some areas of a child's personal development and mutual understanding that



should not be the subject of formal assessment. The 'worth' of any child should never be in question, nor should there be final or simple judgements made about values and decisions that children appear to favour. Opinions can be expressed, information gathered, debate can ensue, but final decisions on personal matters must remain the responsibility of the individual concerned.

7. Inclusion

Through PSHCE children can become aware of some of the prejudices and attitudes that fail to respect the dignity of others. They are given opportunities to develop an understanding of their own culture and traditions and equally to acquire a growing appreciation of the positive contributions made by different groups in society. As children learn to understand and practise equality, justice and fairness in school situations, they will be enabled to challenge prejudice and discrimination as they experience it in their own lives both now and in the future.

All children have the opportunity to participate in and benefit from the full range of experiences offered in PSHCE. In planning for PSHCE, account should be taken of the range of diversity and difference in the school, so that all children will be given the opportunity to obtain maximum benefit from the programme.

8. Monitoring

- The PSHCE Coordinator and the Curriculum Coordinator are responsible for the organisation of the curriculum.
- The PSHCE policy is due to be reviewed in June 2018

9. Linked Policies and Documents

- SRE Policy
- Curriculum policy

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To be reviewed: April 2018