



Personal, Social, Health Education and Citizenship Policy

What are personal, social, and health education 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 to become informed, active, responsive citizens in a rapidly changing world. In undertaking PSHE and citizenship, children learn to be responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

National Curriculum Context

Personal, Social, Health, Education and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsive citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond. The curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their worth, work well with others and become increasingly responsive for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

School Statement

At Salisbury School we believe that a Personal, Social, Health Education and Citizenship programme should form an integral part of every Child's education.

We aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Prepare the pupils for opportunities, responsibilities and experiences of adult life and society, and the emotional challenges of growing up.
- Provide knowledge about loving relationships, and offer introduction to human reproduction, the importance of family, however this is perceived, will be maintained throughout.

- Raise awareness of substance misuse and/or their effects on the human body and environment.

At Salisbury we have just implemented SEAL as a new scheme of work. This is a spiral curriculum and each area is repeated every year, which is differentiated according to the year group.

SEAL (Social, Emotional, Aspects of Learning)

Aims:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflicts effectively and fairly.
- Solve problems with others or by themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm and optimistic states that promote the achievement of goals.
- Recover from setbacks and persist in the face of difficulties.
- Work and play co-operatively.
- Compete fairly and win and lose with dignity and respect for competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, and respecting the right of others to have beliefs and values different from their own.

We aim to support pupils to:

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

Model of Delivery

PSHE in Key Stage 2 is 45 minutes and 30 minutes in Key Stage1 (per week).

Circle time is an important aspect of PSHE lesson.

All teachers are expected to deliver PSHE including drugs and SRE.

Teachers who wish to withdraw themselves from this subject should take the matter with the Head Teacher.

Resources

Governors and staff will ensure that the resources used:

- Reflect the needs and ages of pupils.
- Reflect the cultural diversity of the school community.
- Are reviewed and updated when this policy is revised. (Resources are located in GF1)

Parents/ Carers Involvement

The full policy will be made available to parents/ carers on request.

Parents are invited to review any materials on SRE before they are shown to the children.
The school will inform parents/carers of their child's progress in annual school report.

Monitoring & Evaluation

The PSHCE Co-ordinator will be responsible for:

- Ensuring the policy and programmes are implemented as agreed.
- Supporting staff to assess pupil's progress.
- Assist staff with any planning issues.
- Monitor planning on a regular basis.

Agency Involvement

The school Nurse is available to talk about health, hygiene and any SRE issues with staff and pupils.

Equal Opportunities

Salisbury School is committed to equality of opportunity in all aspects of school life for all children. We aim to ensure that boys and girls are given equal access and that teacher expectations are not influenced by a child's sex culture, language, social background or educational special needs.

Dealing with sensitive and controversial issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and citizenship teaching. 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 are required to 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.

Staff should

- Ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
- Judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
- Ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the classroom;
- Decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the schools values framework;
- Provide appropriate support after a session for any pupil who may be troubled by an issue raised;

Mrs Doreen Georgestone

PSHE Coordinator,

To be reviewed by Governors March 2018