



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Personal, Social, Health and Citizenship Education Policy



All Saints Catholic Collegiate

POLICY

Approval and review

Committee to approve policy	Curriculum Committee
Date of Academy Committee Approval	November 2016
Chair of Academy committee	Mr Ray Chadwick
Signature	
Head teacher	Mrs M Yates
Policy review period	12 months
Date of policy review	November 2017

MISSION STATEMENT

With respect for God and united in faith, we place service before self to inspire hearts and minds. By achieving together through our love and faith, we place Christ at the centre of all we do.

Introductory Statement

Personal, Social and Health and Citizenship Education (PSHCE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens. Through PSHCE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHCE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance

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Version Control			
Version	Date Approved	Changes	Reason for Alterations
Issue 1		Annual update of policy	

Aims and Objectives

The national context for PSHCE education

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society
- prepares young people for the opportunities, responsibilities and experiences of adult life.

Every Child Matters' requires the following outcomes for our young people:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing.

Schools have a statutory duty to promote young people's wellbeing. As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

The national curriculum has three aims for all children, to become:

- successful learners
- confident individuals
- responsible citizens.

The provision of a comprehensive, developmental PSHCE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

The purpose and school context for PSHCE education

PSHCE education is central to the development of the young people in our school. The planned programme is designed to help them to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The provision of a comprehensive PSHCE education programme is central to achieving our school's own aims and objectives and mission statement. PSHCE education provides learning that makes an essential contribution to:

- reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential
- developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future
- developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building resilience and developing entrepreneurial skills), and that are essential to employability in a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHCE education, they will at times be shaped by what happens in PSHCE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHCE education programme is embedded within the wider learning offered by the school to ensure that young people have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The school provides opportunities for young people to make real decisions about their lives, to take part in activities that simulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

Equal opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full PSHCE education provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

The key principles that underpin our PSHCE education provision

Our PSHCE education programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure it is relevant.

We provide PSHCE education that is intertwined throughout the curriculum, using circle time and stand alone lessons to ensure pupils are fully equipped socially and emotionally in today's outside world. The PSHCE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives. This is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHCE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, the school's commitment to providing a 'Healthy Schools' climate and culture, and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme. Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

The use of visitors to the classroom

Visitors to the classroom enrich the PSHCE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

Pupils with additional educational needs

As far as is appropriate, young people with special educational needs follow the same PSHCE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw young people with special educational needs from PSHCE education to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Scope

During each key stage young people will follow the national curriculum programmes of study.

The following text is taken directly from the national curriculum.

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Monitoring and evaluation

The PSHCE subject leader will monitor the planning, teaching and learning of PSHCE education regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality

Due to the nature of the topics covered in the PSHCE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Links to other policies

Other school policies that contribute to the personal, social and emotional development of pupils:

- RE
- Sex and relationships education (SRE)
- Anti-bullying
- Drug education and the management of drug-related incidents
- Child protection/safeguarding
- Confidentiality
- Food and drink
- Promoting race equality