

Scramerston First School

Personal, Social, Health and Citizenship Policy

Rationale

Personal, Social, Health and Citizenship Education (PSHCE) is a priority which permeates and is intrinsic to all of our school life and directly links to all of our school policies. It is the responsibility of our whole school community, all staff, pupils, governors and parents.

PSHCE in our school is central to all that we do. Everyone is involved in decision making and organisation and as they get older the children take on more responsibilities. PSHCE is much more than part of our curriculum, it is a holistic way of life for our whole school community.

Aims

PSHCE aims to value and develop each individual child and student within an ethos and culture which encourages a maturing understanding of choices and decisions which everyone makes, the consequences of these and the subsequent actions taken. Personal and social rights are openly discussed and reflected upon in the context of personal and social responsibilities through the quality of relationships between individuals and groups, which are part of our whole school, local community and within a global context.

It is much more than a planned curriculum, it is a supportive framework which aims to permeate a child's whole development into an independent, thoughtful, conscientious and considerate adult who has an inner value of themselves, as an individual and who is an open minded thinker who values all others equally. It is our statutory responsibility to safeguard pupils, however, we also endeavour to support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.. All adults within our school community aim to be positive role models, who are committed to being reflective practitioners, who assess and develop their own PSHCE maturity.

Objectives

To develop:

- Disposition and attitudes
- Self-confidence and self-esteem
- Ability to make, maintain and develop relationships
- A sense of community
- Behaviour and self control
- Language for communication
- Language for thinking
- Exploration and Investigation
- Understanding and awareness of cultures and beliefs
- Imagination
- A child's potential to become a healthy, independent and responsible member of society

Programme of Study

In addition to a holistic approach it is our agreed school policy to base our programme of study upon the Programme of Study for PSHE education, produced by the PSHE Association. In addition to this, Scremerston First School firmly believes in the importance of developing the thinking skills of all the children within the school, and so all children regularly participate in P4C/circle time sessions.

Range and Content

The study of Personal, Social, Health and Citizenship Education at Scremerston First School at Foundation Stage will allow children opportunities:

- To develop a positive sense of themselves, and others
- To form positive relationships and develop respect for others
- To develop social skills and learn how to manage their feelings
- To understand appropriate behaviour
- To have confidence in their own abilities
- To develop self-confidence and self-awareness
- To become confident to speak in a familiar group
- To choose the resources they need for their chosen activities
- To say when they do or don't need help.
- To managing feelings and behaviour, including how others show their feelings
- To discuss about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- To work as part of a group or class, and understand and follow the rules.
- To understand that they must adjust their behaviour to different situations, and take changes of routine in their stride.
- To form and maintain positive relationships with other children
- To play co-operatively, taking turns with others.
- They show sensitivity to others' needs and feelings
- To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- To manage their own basic hygiene and personal needs
- To know that other children don't always enjoy the same things
- To identify similarities and differences between themselves and others, and among families, communities and traditions.

The study of Personal, Social, Health and Citizenship Education at Scremerston First School at Key Stage 1 will allow opportunities to:

- Take and share responsibility, for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well.
- Feel positive about themselves, for example, by having their achievements recognised and by being given positive feedback about themselves.
- Take part in discussions, for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'.
- Make real choices, for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly.

- Meet and talk with people, for example, with outside visitors such as religious leaders, police officers, the school nurse.
- Develop relationships through work and play, for example, by sharing equipment with other pupils or their friends in a group task.
- Consider social and moral dilemmas that they come across in everyday life, for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues.
- Ask for help, for example, from family and friends, midday supervisors, older pupils, the police.

The study of Personal, Social, Health and Citizenship Education at Scremerston First School at Key Stage 2 will allow opportunities to:

- Take responsibility, for example: planning and looking after the school environment, the needs of others, acting as a peer supporter, be-friender, or as a playground mediator for younger pupils, for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school.
- Feel positive about themselves, such as: by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take.
- Participate, such as: in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting.
- Make real choices and decisions, such as, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities.
- Meet and talk with people, such as: people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers.
- Develop relationships through work and play, such as: taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters.
- Consider social and moral dilemmas that they come across in life, such as: encouraging respect and understanding between different races and dealing with harassment.
- Find information and advice, such as: through helplines; by understanding about welfare systems in society.
- Prepare for change, such as transferring to Middle School

Autumn Term - Relationships

Key Aims:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

KS1

- To communicate their feelings to others, to recognise how others show feelings and how to respond
- To recognise that their behaviour can affect other people
- The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them
- feel uncomfortable, anxious or afraid
- To recognise what is fair and unfair, kind and unkind, what is right and wrong

- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To offer constructive support and feedback to others
- To identify and respect the differences and similarities between people
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KS2

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To recognise different types of relationship, including those between acquaintances, friends, relatives and families
- That their actions affect themselves and others
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- To work collaboratively towards shared goals
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- That differences and similarities between people arise from a number of factors
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Spring Term - Health and Wellbeing

Key Aims:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including puberty, transition and loss

6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

KS1

- What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- The importance of, and how to, maintain personal hygiene
- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- About the process of growing from young to old and how people's needs change
- About growing and changing and new opportunities and responsibilities that increasing independence may bring
- The names for the main parts of the body
- That household products, including medicines, can be harmful if not used properly
- Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- About the ways that pupils can help the people who look after them to more easily protect them
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that
- they do not need to keep secrets
- What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KS2

- What positively and negatively affects their physical, mental and emotional health
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept
- of a 'balanced lifestyle'
- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe

- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- School rules about health and safety, basic emergency aid procedures, where and how to get help
- About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact
- Strategies for keeping physically and emotionally safe including road and cycle safety and safety in the environment
- Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Summer Term - Living in the Wider World

Key Aims:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives

KS1

- How they can contribute to the life of the classroom and school
- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- That they belong to different groups and communities such as family and school
- What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- Ways in which they are all unique; understand that there has never been and will never be another 'them'
- Ways in which we are the same as all other people; what we have in common with everyone else
- About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

KS2

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights
- That these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- What being part of a community means, and about the varied institutions that support communities locally and nationally
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To consider the lives of people living in other places, and people with different values and customs
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

Monitoring and Evaluation

The evaluation of PSHCE in Scremerston First School will be completed through work scrutiny, assessments, departmental meetings and activities completed as part of the annual Pupil Voice Conference.

Learning opportunities will include:

- Discrete lessons with dedicated curriculum time
- Learning opportunities in other curriculum subjects (particularly RE, Geography and History)
- Whole school and extended timetable activities
- Cross-curricular projects
- One-to-one or small group support and guidance on specific areas of learning and development
- Learning through involvement in the life of the school and wider community
- Discrete PSHCE lessons

- A P4C/circle time session at least once every two weeks
- Pupil Voice Conferences
- School Council Meetings
- Sports Leaders
- Playground Buddies
- Library Monitors
- Big Helpers
- Paired Reading
- Raising money and awareness for a range of charities
- Visits and Visitors
- Fostering links within the local community
- International links
- Collective worship/Assemblies
- Cross Curricular lessons particularly R.E., Geography and History
- Use of a range of assessment tools and techniques

Assessment

A range of assessment tools and techniques will be used within PSCHCE in Scremerston First School. These include:

- Formative Assessment

This type of assessment is at the heart of Assessment for Learning and gives children feedback on how they are doing and advice on what they need to do to make further progress. It is informed by decisions that teachers make every day which can help the teacher to plan the next stage in the child's learning.

- Summative Assessment

This describes what level a pupil has reached at a specific point in time. Assessment information is summarised at particular times to determine achievement, for example at the end of a module of study or at the end of an academic year or Key Stage. This type of assessment therefore gives a standard or level of attainment at a particular time.

- Self-Assessment

This is where pupils consider their own learning achievements. The process of self assessment should foster greater self-awareness and raise self-esteem. It encourages pupils to take an increased responsibility for their own learning. This in turn should allow individuals to set their own future learning targets helping them to develop a clearer understanding of what they are expected to learn and how they can make progress. The sharing of learning objectives and success criteria are fundamental to successful self-assessment in raising standards of achievement.

- Peer Assessment

This is a method of assessment where pupils assess the performance or achievement of other pupils. It requires pupils to think critically about the achievement of others, whilst comparing their own achievement. It should be based on clear criteria which the children understand and which apply to the work they are assessing.

Collective Worship Themes

We have designed our Collective Worship timetable, so that these link to the aspects of the PSHCE and RE curriculum the children will be learning about in the classroom.

Autumn 1	Team work and collaborative goals
Autumn 2	Bullying/Friends
Autumn 3	Special people/Differences between people
Autumn 4	Diwali/Autumn colours
Autumn 5	Staying safe/Harvest
Autumn 6	Secrets and surprises
HALF TERM	
Autumn 7	Getting on and falling out
Autumn 8	Forgiveness/Remembrance
Autumn 9	Celebrating similarities and differences
Autumn 10	Different types of relationships

Autumn 11	Healthy relationships
Autumn 12	Christmas
HOLIDAYS	
Spring 1	New Year resolutions/Perseverance
Spring 2	Ambitions and aspirations
Spring 3	Asking for help/Sharing and caring
Spring 4	Chinese New Year/Winter Weather
Spring 5	Good to be me/Friendships
Spring 6	Staying healthy
HALF TERM	
Spring 7	Lent/Overcoming fears
Spring 8	Signs of Spring/Changes and choices
Spring 9	Celebrating talents and skills/Making things
Spring 10	Holi/Understanding emotions
Spring 11	Easter
Spring 12	Passover/Overcoming fears
HOLIDAYS	
Summer 1	Contributing to school life
Summer 2	Rules/Laws and rights
Summer 3	Water
Summer 4	Eid/Changes
Summer 5	Who can help us?
Summer 6	Different viewpoints
HALF TERM	
Summer 7	Looking after the environment
Summer 8	Spending and saving/Winning and losing
Summer 9	Communities
Summer 10	Modern Britain/Special places
Summer 11	Memories
Summer 12	Hopefulness

Equal Opportunities

All children will have equal access to Personal, Social, Health and Citizenship Education. Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experiences, knowledge or moral framework is a cause for concern. Additionally, all opportunities are based upon what is appropriate and relevant to any individual education plan. If deemed appropriate or indeed necessary, children can also participate in individual or group Emotional Literacy Support.

Date: December 2001
Reviewed: November 2003
Reviewed: November 2005
Reviewed: November 2007
Reviewed: November 2009
Reviewed: November 2011
Reviewed: September 2015
Review date: September 2019

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Reviewed: November 2005
Reviewed: November 2007
Reviewed: November 2009
Reviewed: November 2011
Reviewed: September 2013
Reviewed September 2017