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Linked policies:	Anti-Bulling Policy and ICT policy.
Singed by chair:	L. Rowbotham
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PSHCE Policy

Mission statement.

At Boarshaw we aim for all pupils to develop their confidence and feel positive about their own individual abilities. Pupils will be provided with vast opportunities to help raise self esteem. We will ensure to provide that all pupils have the prospect to play a positive role within school and the wider community. Boarshaw aims to educate children into model citizens, who are aware of their rights and responsibilities and are able to form good relationships with others. Pupils should value all individuals and show respect towards differing cultural beliefs. We will encourage all children to engage in a healthy and active lifestyle. The importance of a healthy diet and exercise will be emphasised.

Aims.

The aims of our health and wellbeing curriculum are as follows:

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- Understand what makes for good relationships with others and show respect for others regardless of race, gender and mental and physical disability.
- Be independent and responsible members of the school community.
- Develop self confidence and self esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- To create an environment which allows children to experience positive aspects of healthy living and an active lifestyle.
- To develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social well-being.

Statutory requirements.

PSHCE and Citizenship in our school will follow the Framework for PSHCE and Citizenship, given as non statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies set out in the Jigsaw PSHCE scheme of work. Jigsaw is a mindful approach to PSHCE, as it is a comprehensive scheme of learning that incorporates personal, social, health and economic education

with emphasis on emotional literacy, mental health and social development.

It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances) and School Council, which provide links with parents and members of the outside community. Themed weeks as part of a whole school approach will also allow for SEALS/citizenship links to be explored. Developing a healthy lifestyle will be developed through PSHCE/Science, food technology as well as a variety of after school clubs.

PSHCE Curriculum Planning

We teach P.S.H.C.E. in a variety of ways. Each class has direct teaching time, but much more of the work is ongoing throughout the day and incorporated in other areas of work. P.S.H.C.E. is happening at all times throughout the school day. The personal and social development of young people is the responsibility of all members of the school staff. Every member of staff is regarded as delivering aspects of the P.S.H.C.E. curriculum, including teaching assistants and clerical staff.

Cross curricular opportunities.

Where not directly taught as a discrete subject, P.S.H.E. is taught in the following cross-curricular areas:

- Literacy - enquiry/communication skills; stories illustrating aspects of P.S.H.E. (myths and fables); persuasive writing; letter writing (complaint)
- Numeracy - aspects of financial capability; probability; problem solving
- Science - drugs/medicines; healthy lifestyles; safety issues and care of the environment.
- Design and technology - health and safety; healthy eating; accounting for people's needs; generating ideas; use of technology.
- ICT - communication using the Internet, checking for appropriateness/relevance of sources, use/misuse of ICT. It is useful for children to record their learning and performances as they develop using digital cameras and iPads.
- History - use of resources; reasons for/results of historical events; situations and changes within societies; significant people, events, ideas and experiences from the past.
- Geography - environmental issues; land use; locality studies; comparing localities.
- Art - reflecting on/responding to ideas and experiences through works of art, craft and design from different times and cultures.
- P.E. - health and safety; development of social and personal skills through team/individual activities; games and sports.

- Music - fully realising musical abilities; valuing the expression of cultural diversity.
- RE - moral beliefs values and practices that underpin and influence personal and social issues and relationships.

Assessment.

Teachers assess the children's work in PSHCE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. These assessments will be recorded using classroom monitor. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. Children's progress in PSHCE will also be reported to parents through termly parents' days and end of year reports.

Inclusion and equal opportunities.

All children matter and are given every opportunity to achieve their best. We achieve this by planning lessons which will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

We meet the needs of all children by providing resources that reflect diversity and are free from discrimination and stereotyping, using a range of teaching strategies that are based on their needs and through ensuring access to every activity where it is safe and reasonable to do so.

Role of the subject leader.

The Head Teacher and PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head Teacher and Co-ordinator supports colleagues in the teaching of PSHCE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Parental involvement.

Parental involvement is always welcome at Boarshaw. Parents are asked to help with their child's development by:

- Helping to set a good example to their children by showing respect to different cultural beliefs and encouraging their children to do the same.
- Ensuring the provision of a healthy and nutritious packed lunch for their child.
- Supporting activities and events in school which are linked to developing good relationships with the wider community.

Conclusion.

Boarshaw aims to give all children good opportunities to learn, express their opinions and make choices which they see as appropriate. Children will be actively encouraged to participate in as many aspects of school, valuing themselves as individuals and members of a group. Children can feel good about their own lifestyles and feel safe when in school.