



PERSONAL SOCIAL AND HEALTH EDUCATION

Introduction

“PSHE comprises all aspects of the school’s planned provision to promote their children’s personal and social development, including health and wellbeing.” (Framework for PSHE & Citizenship at Key Stages 1 & 2, 2013) ¹

There is a non-statutory framework for Personal, Social and Health Education (PSHE) and Citizenship for Key Stages 1 and 2 which is concerned with preparing the child for their adult life. It helps with confidence and responsibility, developing a healthy and safer lifestyle, relationships and becoming an active citizen. Personal, Social and Health Education and Citizenship are central to the educational entitlement of all children at The Cornerstone Academy Trust (TCAT) and permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably Science, RE, History, Geography and PE but is an integral part of the whole curriculum.

Aims and Objectives

PSHE enables children to become healthy, confident, independent and responsible members of society, (Framework for PSHE & Citizenship at Key Stages 1 & 2, 2013). We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed.

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- Develop spiritually, morally, socially and culturally;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Understand and manage their emotions;

¹ ¹ *The National Curriculum for England* (2012) London, Department for Education and Employment.

- Value themselves and respect others;
- Acknowledge and appreciate difference and diversity;
- Be independent and responsible members of the school and the local community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Safeguard the environment;
- Develop good relationships with other members of the school and the wider community.

Citizenship Education

There are 3 interrelated strands in the framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These are taught in order to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

Pupil learning Outcomes

TCAT's PSHE programme will enable children to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions

- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Develop confidence and responsibility and making the most of their abilities;
- Prepare them to play an active role as citizens;
- Develop a healthier, safer lifestyle;
- Develop good relationships and respect differences between people.

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. 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 our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible 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.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Consultation

School Governors and the School Nurse will work with the coordinator to develop relevant policies (for example, Anti-Bullying). Parents are consulted on the coverage of the PSHE curriculum and invited to give their feedback and views.

Organisation

PSHE is embedded into the whole school ethos at TCAT. Student Voice is used to give children an understanding of the democratic process. Student Voice is also actively used as a tool to develop the whole school understanding of key PSHE areas, including healthy eating, community involvement, anti-bullying and looking after the environment. Task forces involving children through both Key Stages are set up to run projects in these areas, present to the Leadership Team and consult with peers.

Within the classroom

At TCAT a range of teaching and learning styles are adopted. An emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities. Children are encouraged to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, the planning of special events such as special assemblies or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way as to enable participation in discussions to resolve conflicts or set agreed classroom rules of behaviour. The children are offered the opportunity to hear from visiting speakers, such as the police and representatives from the local community.

Teaching and Learning Methods

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment

- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

Monitoring

Assessment at TCAT is ongoing. Children's attainment is judged alongside the key objectives once a term through pupil discussion, observation and written work. These judgements are used to inform the coordinator and the class teacher which children are performing below, in-line and above expectations.

The PSHE co-ordinator will monitor delivery of the programme once a term through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The Head Teacher is presented with a summary of the main findings.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Assessment of pupil learning objectives/outcomes

Links with other policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate. Therefore, this policy should be read in conjunction with the following policies:

- Sex and Relationship Education
- Teaching and Learning
- Equal Opportunities

- Safeguarding
- Behaviour
- Anti-Bullying

Equal Opportunities

Provision for PSHE and Citizenship is delivered in line with all of our policies and the Every Child Matters guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Training and support for staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Monitoring and Review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The policy will be reviewed annually. The PSHE Leader also presents a Health of the Subject presentation to the Leadership Team annually in order to review current practice and makes recommendations for future development.

Latest Review: March 2014