



Personal, Social, Health, Emotional and Citizenship Policy (including EYFS)

Reviewed by SMT on 7th November 2017

Reviewed by the Governing Body in November 2018

Next full review by the Governing Body November 2019

Change log:

<u>DATE</u>	<u>Change(s) made</u>	<u>Page in policy</u>	<u>By whom</u>
12/5/17	Reviewed by Chair of Governors, Nick Buckland		
23/10/17	Addition of new scheme of work	4&5	M. Wood
16/11/17	Reviewed by the Governing Body		
30/10/18	Updates to reflect current teaching practices.	3-5	SMT

Personal, Social, Health, Emotional and Citizenship Policy

Aims and Objectives

At St Petroc's School we believe that an effective PSHE policy and the practise that evolves from it plays a significant role in enabling pupils to become healthier, more confident, independent and responsible members of society. We want our pupils to feel safe, secure and play a positive role in the life of the school, and by doing so to recognise their own self-worth and the worth of others. We want pupils to reflect upon their experiences and to understand how these experiences impact on themselves and those around them. We want our pupils to understand how society is organised and governed. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. We encourage respect for humanity, diversity and differences, so that our pupils go on to form effective fulfilling relationships that are an essential part of life and learning.

Key areas of learning

- Investigating self – likes and dislikes, personal and social choices,
- Investigating healthy lifestyles- diet, physical activity, staying safe
- Investigating relationships- family and friends, respect
- Investigating community – rights and responsibilities, respect, cultural differences.
- Framework for awareness of fundamental British Values.

Teaching and Learning Style

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum and EYFS provision. We emphasise active learning by including the children in discussion, debate, investigation, and problem-solving.

We encourage our pupils to take part in a range of tasks that promote active citizenship, for example the School Council, Fund-raising activities and voting for the Coles Cup.

Our Prep School classes set agreed classroom rules for behaviour through discussion and working together to resolve conflict and our older children act as role models to our younger children in the lunch hall and at break times.

PSHE Curriculum Planning

We teach PSHE in a variety of ways.

In EYFS it forms a central part of the whole curriculum planning and development and is taught through a cross curricular approach. PSHE in EYFS is largely delivered through the learning areas – Physical Development, Personal, Social and Emotional Development

In Reception, Key Stage 1 and Key Stage 2 each class has one PSHE lesson per week where they follow a series of topics reflected in our Scheme of Work.

The Dimensions 3D curriculum has been used as a foundation for planning the curriculum framework for each year group. Topics/experiences are relevant to the pupil's level of understanding. Within this framework various issues and skills are addressed that reflect the pupils' age and stage of development such as looking after yourself, eating, physical activity, safety, relationships, family, friendship, decision making skills, inter-personal skills, etc. The content of the curriculum is mapped annually to ensure breath of coverage, continuity and progression of knowledge and skills.

PSHE is also delivered through our RE lessons.

Circle times and assemblies are also used to deliver aspects of PSHE.

We offer Key Stage 2 pupils a residential trip where the focus is pupils' self-esteem, and gives them opportunities to develop leadership skills and positive group work and independence away from their parents, carers and guardians.

Time Allocation

It is difficult to identify the exact time allocation for PSHE as it is implicit in the Prep School's day-to-day teaching. It is delivered as a timetabled lesson to all year groups but is also incorporated in all areas of the curriculum, and assemblies are also used for developing PSHE issues. In KS1 and KS2 one 60-minute lesson per week is allocated to the teaching of PSHE. On top of specific KS2 classroom time, we offer a weekly news quiz going to highlight world issues and give an understanding of the world around them.

Teaching PSHE

We teach PSHE to all pupils, regardless of ability. Teachers provide learning opportunities matched to the individual needs of EAL children and those with learning difficulties. We will challenge and discuss sensitive issues around the world, appropriate to the age of the class.

For able and talented pupils teachers provide additional opportunities to take responsibility; develop leadership skills, think creatively; and use their talents. All year groups benefit from a range of outside speakers covering topic such as fire safety, road safety and safe internet use.

PSHE and ICT

ICT makes an important contribution to the teaching of PSHE. They develop a sense of global citizenship by using the internet. On-going discussion regarding safety and other issues relating to social media and the internet helps our pupils develop their own views about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Assessment

Our teachers assess children's work in PSHE informally, as they observe them during lessons. We do not set formal assessments in PSHE.

The teaching of PSHE is undertaken by the same teacher throughout both Key Stage 1 and 2. On occasions homework relating to PSHE is set.

Resources

A range of resources are used for PSHE throughout the school. Key Stage 1 and Key Stage 2 use 3D Dimensions Creative Curriculum for PSHE.

Monitoring and Review

The Deputy Head is the co-ordinator for PSHE in the Prep School, and teaches PSHE to KS1 and KS2.

Review of this document

This document should be shared with all School staff and reviewed annually by the Headmaster of the School.