



Amington Heath Primary School Policy for PSHCE

Rationale

Personal, Social, Health and Citizenship Education (PSHCE) enables children to become healthy, independent and responsible members of society. At Amington Heath, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community, nationally and internationally. In doing so, we help develop their sense of self-worth and identity. We seek to provide an environment of mutual respect in which all children are accepted and valued. We want our children to leave school prepared for the next stage of their education and confident in their ability to make a contribution to the world.

Aims

The aims of PSHCE and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school 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
- Develop good relationships with other members of the school and the wider community

Framework

PSHCE in our school will follow a tailor made programme of study provided by SCARF created specifically for our school community. The SCARF framework has been written to sit alongside the PSHE Education Programme of Study produced by the PSHE Association and the statutory requirements for Relationships and Health Education, 2019, with the underlying values of teaching focused on Safety, Caring, Achievement, Resilience and Friendship. SCARF is a whole-school, spiral approach to promoting, teaching and learning about behaviour, safety, achievement and wellbeing. While many PSHCE concepts will be taught through cross curricular links, collective worship and other activities or school events, it is also taught discretely in each class on a regular, weekly basis. A whole school approach will be used to implement the framework.

Under the SCARF framework, pupils will be taught concepts that cover six key themes.

These are: Being my Best, Rights and Responsibilities, Keeping Myself Safe and Healthy, Valuing Differences, Growing and Changing, and Me and My Relationships. Each unit is visited each year to allow children to develop their understanding of each area at an age appropriate level that supports their own experiences of the world.

Learning and Teaching

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHCE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop

themes and share ideas e.g. circle time.

- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups in a wide range of contexts, improving health in PE, environmental, health and drug issues in science and beliefs, British Values and practices in RE.
- Activities will be provided for in groups, classes or whole school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential trips for the Years 4, 5 and 6 pupils.
- At playtimes and lunchtimes, opportunities exist for playing cooperatively using play equipment.
- In the Foundation Stage of the national curriculum PSHCE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.
- Where appropriate pupils will record or investigate their learning using a variety of mixed media and stimuli including PSHCE class books, internet, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their enquiry skills and assists in equipping them for life beyond primary school.

Inclusion

We teach PSHCE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate, further develop and provide reasons for their personal views, based on evidence they have researched and gathered.

Assessment, Recording and Reporting

Teachers assess the children's work and understanding by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Classes are expected to present their PSHCE learning as a journey in their class book. This could be examples of work completed, post its and comments from the children, a written log of discussions held (written by the children themselves) or images and pictures from the session. A comment relating to PSHCE and the skills children have developed will be included in the annual report to parents on pupils' progress in the General Comments box.

Monitoring and Review

The Head Teacher and PSHCE co-ordinator are 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, along with clear well-structured planning and resources. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy, Race Equality Policy and Sex and Relationship Education Policy.

This policy will be reviewed as part of our ongoing review cycle.

Policy Reviewed: November 2021

PSHCE Curriculum Coverage at Amington Heath Primary School and Nursery:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being My Best	Rights and Responsibilities	Me and My Relationships	Valuing Differences	Growing and Changing	Keeping Myself Safe and Healthy
Reception	Being My Best	Rights and Responsibilities	Keeping Myself Safe and Healthy	Me and My Relationships	Growing and Changing	Valuing Differences
1	Being My Best	Rights and Responsibilities	Keeping Myself Safe and Healthy	Valuing Differences	Growing and Changing	Me and My Relationships (Forest School Led)
2	Rights and Responsibilities	Being My Best	Me and My Relationships	Keeping Myself Safe and Healthy	Growing and Changing	Valuing Differences (Forest School Led)
3	Rights and Responsibilities	Keeping Myself Safe (Forest School Led)	Being My Best	Me and My Relationships	Growing and Changing	Valuing Differences
4	Rights and Responsibilities	Me and My Relationships	Being My Best (Forest School Led)	Valuing Differences	Growing and Changing	Keeping Myself Safe and Healthy
5	Me and My Relationships (Forest School Led)	Valuing Differences (Forest School Led or Classroom Led)	Keeping Myself Safe and Healthy	Being My Best (Forest School Led or Classroom Led)	Growing and Changing	Rights and Responsibilities
6	Being My Best	Valuing Differences	Rights and Responsibilities	Me and My Relationships (Forest School Led)	Growing and Changing	Keeping Myself Safe and Healthy