



CHURCHILL
SCHOOL

**Personal, Social and Health Education
Policy**

Introduction

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Background

PSHE encompasses:

1. Health (including Drug Education)
2. Relationships/gender and belief issues (including Sex and Relationships Education)
3. Citizenship
4. World of Work/economic and industrial awareness
5. Sustainable Development (previously known as Environmental Education).
6. Social and personal development of the individual
7. Careers education and guidance

The Framework for Citizenship

This comprises 3 interrelated strands:

1. Social and moral responsibility,
2. Community involvement,
3. Political literacy.

PSHE at Churchill may be treated as a discrete subject, however, opportunities may also be taken for cross-curricular teaching. One of the prime purposes of PSHE is to improve children's emotional resilience which is a key factor in enabling learning to flourish. A combination of all these strands enables a balanced programme of education to be provided.

Ethos

PSHE is fundamental to the development of individual potential and well-being in all children.

We aim to:

- Celebrate the achievements of individuals.
- Encourage students' awareness of their own and other people's opinions, attitudes and values.
- Develop the ability to understand and respect the beliefs, faiths and cultures of other people.
- Enable students to appreciate their responsibilities to themselves and other people and their role in society.
- Help students make sensible choices and informed decisions.
- Enable students to evaluate and communicate their ideas and opinions.
- Prepare students for the world of work, developing the range of skills necessary to seeking and obtaining employment or further training opportunities

The school is committed to working in partnership with parents and carers to ensure that cultural, ethnic and religious diversity is both respected and celebrated. Every pupil has an entitlement to PSHE and central to this is the right to be valued and safe. These beliefs are encompassed in the whole school ethos and reference should be made to other relevant school policies, such as Equal Opportunities, Safeguarding, Special Education Needs, Behaviour and Religious Education for further information.

Aims and Objectives

Each scheme of work is carefully planned to offer progression but also to promote the following key skills and concepts:

- Values/attitudes such as respect, curiosity, consideration, sense of community, sense of self-worth, well-being, tolerance and responsibility.
- Skills such as negotiation, collaboration, communication, informed decision making, self-reliance, self-esteem, assertiveness, problem solving, risk assessment, etc.
- Knowledge about relationships, healthy living, personal safety, the community and the environment.

Visits/Visitors

Visits form a planned part of the PSHE programme and include out of school visitors such as the police, representatives from charities and regular visits from members of local churches. There are also information sessions for parents/carers and opportunities for parents/carers to come in and work alongside their children.

Teaching and Learning Styles

All staff, including all members of the support staff, will receive training from the co-ordinator as appropriate. This will be updated as required.

Approaches to Learning

PSHE provides an opportunity for all pupils to listen to other people's points of view, cope with unfamiliar situations, learn from mistakes, consider, make and act on moral judgements, and act as members of the community.

Effective teaching methods will include:

activities/games
group discussions
using case studies
scenarios
role play & drama
news items/articles
improvisations
peer education
real life stories
story books
DVD clips
educational visits

Assessment

Parents will have the opportunity to receive feedback about their child's progress during termly pupil review days.

Assessment in PSHE and Citizenship at Churchill does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress is kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

In PSHE and Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the school PSHE Framework assist the assessment process.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator concerned.

Review

Author	Date	Frequency of Review
Georgina Ellis	Spring Term 2017	Three Yearly
Adopted by the Governing Body	Reviewed	Reviewed
Date: Signed	Date: Signed	Date: Signed