



Agreed: March 2017
Review date: March 2020

PSHCE Policy

“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, 2000*)

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 Studlands Rise and permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably Science, RE, History, Geography and PE. It is an integral part of the whole curriculum and is also seen as a separate timetabled subject.

Aims and Objectives

Pupils will be given opportunities to:

- Develop independence, confidence and self-worth. As a school we aim for every child to appreciate their uniqueness and value as an individual and the important role they each play within the life of the school and the wider world.
- Every child will be treated as a special and exceptional person.
- Value and respect belongings / living things / the environment; and an appreciation of the awe and wonder of the world.
- Be able to share in worship.
- Feel supported through difficult situations both in school and in their personal lives. All members of staff will try to equip children with the skills needed to deal with life’s challenges seeking outside support where necessary.
- Enjoy positive relationships with peers, having respect for children who may be different to themselves but showing willingness to work and collaborate with all children regardless of race, ability, gender or social background.
- Develop their understanding of a healthy, safer lifestyle and use this knowledge to make informed decisions and choices in the present and in the future.
- Become a responsible citizen who knows they can make a difference to others around them and further afield through fund raising and work within the local community.

These aims are consistent with the school aims. For the pupils in the Foundation Stage the school will implement the guidelines for Personal Social and Emotional Development as set out in the Foundation Stage Curriculum Guidance. At key stages 1 and 2, the school delivers a curriculum that enables children to explore issues such as friendships and other relationships, drug education, financial education and the importance of physical activity and diet for a healthy lifestyle.

Organisation

All pupils have a discretely timetabled time for PSHE each week, led by the class teacher or qualified member of staff. By its nature, much of the PSHE curriculum is taught and encouraged discreetly. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

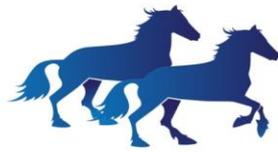
- Implementing the school’s procedures for pastoral care, guidance and support.

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- Responding to class/individual needs and issues, providing discrete sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modelling good practice in attitude, commitment and work ethic.

Developing responsible citizens should also be interwoven within other curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for members of the public and visit leaders listening and showing appreciation for their time. Cross-curricular links will be made where appropriate such as in PE / Science – Healthy Life Styles, Drug Education and Sex and Relationships; History – Citizenship; Geography – links Sustainability with Citizenship; RE – links to Citizenship and Relationships.

Teaching and Learning

Best practice is a circle time delivery for PSHE. It is expected that pupils will:

- Be involved in agenda setting
- Sit in a circle
- Understand the purpose of the session
- Work to ground rules set by pupils
- Be actively involved in the learning so there is evidence in a lesson of paired, group and whole class activity.
- Experience active learning methods – teacher adopts a non-judgmental stance, which facilitates learning.
- Take part in lessons which provide pupils with time to reflect on learning and are concluded properly with pupils able to tell others what they have learnt; and
- The teacher will transfer this learning into day to day lessons.

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used including e.g. Circle Time, Games, Role Play and Discussions will be used. The over use of Worksheets will be discouraged. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

A range of activities outside the classroom include:

- Assemblies
- Visits to places of interest
- Extra-curricular activities
- School Council
- Fund raising and charity work
- Interaction with members of the local community, visiting speakers and professionals

Community Involvement

There are strong links with the local church and this provides opportunities for pupils' spiritual development. Links with local voluntary groups enable pupils to develop their understanding of citizenship.

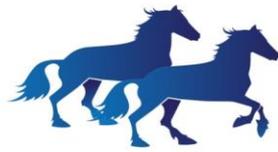
Effective links with the Fire service, Police service and Health service also provide valuable support in promoting personal and social development.

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Inclusion

The school will work to ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their personal and social development. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equal Opportunities

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race and social circumstance are supported in their personal and social development.

Assessment

Assessment should:

- Be planned for from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to receive feedback on their progress and achievements
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils in self-assessment and peer-assessment

A range of assessment methods may be used: brainstorming, pupil discussion, portfolios of work.

Parental involvement

The school aims to involve parents closely in promoting Personal, Social and Health Education by:

- Providing information about Sex and Relationship Education.
- Providing information about Drugs Education.
- Providing opportunities during Parents' Evenings to discuss pupils' personal and social development.
- Providing written reports on pupils' personal and social development.

Staff Development

All staff are entitled to CPD on PSHCE. This may be provided by the head teacher, subject leader or an external agency.

Monitoring

The subject leader provides support for teachers and will lead the evaluation of Personal, Social and Health Education by:

- Discussion with teachers and pupils.
- Providing the head teacher with a periodical summary report in which the strengths and weaknesses in the subject are evaluated, and areas for further improvement are indicated.

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