

Signed..........

Date.....Oct 2019.....

Review.....Oct 2022.....

Personal, Social and Health Education and Citizenship (P.S.H.E) Policy

*This school is committed to creating the ethos
in which children can grow towards Christian life, learning and love.*

*And now I give you a new commandment: love one another. As I
have loved you, so you must love one another. If you have love for
one another, then everyone will know that you are my disciples.”
John 34-35*

This policy needs to be read in conjunction with all our other relevant school policies – especially our Religious Education Policy, Inclusion Policy, Racial Incident Policy, Our Happy School Policy, Behaviour and Discipline Policy, Anti-Bullying Policy, E-Safety Policy, Child Protection Policy, Single Equality Policy and Sex Education Policy

Intent

We aim to ensure that everyone in our school community feels valued and cared for. The P.S.H.E. and Citizenship Policy supports the promotion of social, emotional and behavioural skills throughout the whole school community. Within our safe and inclusive learning environment children can flourish and become caring, responsible, independent and healthy members of society.

Every child is equally valued. We strive to ensure that all our children feel cared for and have a sense of self-worth. We encourage children to be considerate, to be sympathetic to the needs of others and to respect the seven protected characteristics in line with the Single Equalities policy. Children are given opportunities to contribute to the life of the school and the wider community.

Our P.S.H.E. covers the three core themes from the National Curriculum:

Health and Wellbeing

Relationships



Living in the Wider World

The intent of P.S.H.E is to enable children to:

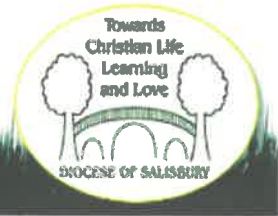
- understand their own feelings
- be caring and to develop good relationships with others
- have respect and empathy for others
- develop confidence, resilience and self-esteem
- make informed choices
- be independent and positive members of our democratic society
- know and understand the benefits of a healthy lifestyle and healthy mind
- be aware of safety issues e.g. internet safety, sun safety, personal hygiene
- encourage a caring attitude towards the environment

Implementation

Social, emotional and behavioural skills are nurtured daily at Woodford Valley and are not confined to discrete P.S.H.E. lessons. We encourage active citizenship and a sense of belonging, through worship, the School Council, house groups, charity fundraising events, our buddy system, clubs, Prayer Team, young leaders, sports team events, and work experience weeks. To foster confidence and responsibility, every Year 6 pupil is given a leadership role within the school e.g. ambassador, school councillor, house captain, music captain etc.

We use a range of teaching and learning styles to support the P.S.H.E. curriculum. We encourage active learning by involving children in activities such as drama, investigations and problem-solving activities, circle time discussions, food technology, the Junior Good Citizen Scheme and the Life Education Van. Our inclusive residential visits provide a superb chance to enhance children's self-esteem and encourage the development of co-operation and leadership.

Children also have the opportunity to meet members of our community; for example, the police, fire officers, road safety officers, the school nurse and other health workers. We have a very close relationship with our church community and other faith groups are warmly invited to visit our school. We also encourage visits and workshops from overseas visitors. Such visits have included, Christian visitors from the Sudan, Buddhist monks and the Trussell Trust ensuring that children experience other cultures and beliefs.



P.S.H.E. and Citizenship Curriculum Planning:

To support our curriculum, we use the scheme of work called Wiltshire Learn 4 Life, which includes the S.E.A.L. resource (Social and Emotional Aspects of Learning). The scheme states the areas of learning to be covered each term, with all year groups focusing on the same topic at the same time, enabling links with Values for Life (our worship scheme of work) and to maximise benefits from resources such as the Life Education Van. We also use the SCARF (Safety, Caring, Achievement, Resilience, Friendship) resources to supplement our teaching of P.S.H.E. For Relationships and Sex Education, see our Relationships and Sex Education Policy.

We take advantage of cross-curricular opportunities. The science curriculum provides an opportunity to teach elements of the P.S.H.E. curriculum, including learning about the human body, healthy diet and exercise. Literacy genres, such as persuasive writing, provide opportunities for discussion and debate of social issues. In history, pupils have explored the way our country is governed and in P4C children can share their views and challenge others' thinking.

Foundation Stage

P.S.H.E. and Citizenship play an important and essential role in the Foundation Stage curriculum. P.S.H.E. objectives are set out in the Early Years Foundation Stage Profile within 'Personal, Social and Emotional Development' and elements of 'Knowledge and Understanding of the World'. Within the Foundation Stage, vital elements of P.S.H.E. and Citizenship is nurtured through role-play and drama sessions and through regular circle time activities, which interlink with the aims and objectives of the P.S.H.E. and Citizenship guidelines.

Impact

Assessing learning in P.S.H.E. education must use a combination of teacher assessment and pupil self- and peer assessment, this includes our progression of P.S.H.E. skills. It is important for pupils to have opportunities to reflect on their learning, and for the impact to increase pupils' motivation in learning. Teachers will observe pupils in lessons, as well as giving them the time and space to reflect on their own learning through private thoughts or in discussions. Teachers report to parents in the annual report in the summer term about progress in P.S.H.E.

