

Spiritual, Moral Social and Cultural Development (SMSC)

PERSONAL, SOCIAL, HEALTH EDUCATION & CITIZENSHIP (PSHCE)

It is essential that all children develop the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilled lives and to become informed, active, responsible citizens.

We want children who ‘...learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow.’

Adapted from Reva Klein, Defying Disaffection

We aim to offer the children opportunities to make positive contributions to the life of the school and the wider local and global community; to assist a child to grow morally, spiritually and emotionally, to develop a deeper understanding of their cultural heritage and to develop a sense of self worth and belonging.

They must also learn to recognise their responsibilities and duties as well as their rights and respect diversity and differences as well as similarities.

Teaching and Learning

We use a range of teaching and learning styles and resources to meet the requirements of our pupils. The school is also involved in the SEAL initiative. SEAL themes are used in curriculum planning. The Social and Emotional Aspects of Learning Programme, which is at the heart of Every Child Matters. Resources from the programme are used across the school in PSHCE lessons. We place emphasis on active learning by encouraging the children to explore their views through discussion, investigation and problem solving activities and circle time.

Through the teaching of PHSE/Citizenship we aim to help the children to

- Understand British values
- develop responsibilities through discussion of likes/dislikes, fair/unfair, right/wrong.
- share opinions and feelings
- set themselves goals
- make choices about health and hygiene
- understand social diseases and how they spread
- understand how the body changes with age
- be aware of, and follow, guidance for medicines, household products and road safety
- recognise the effects of their behaviour on others
- listen to others
- identify and respect similarities and differences
- care for families and friends

- recognise different forms of bullying and to get help (for self or others) to deal with it.
- develop self confidence and self-esteem, making informed choices about person and social issues

At KS2 children will also explore

- the role of the law
- how laws are made
- consequences of anti-social behaviour
- means of resolving differences
- the nature of democracy
- how they may be affected and have an effect on world affairs and issues.

Provision in other subject areas

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| R.E. | This includes key questions such as: How can we care for and respect our world (KS1) How much do someone's clothes tell you about them (KS1 &2)? How can we be responsible for our world (KS2)? What links do we have with other people? (KS2) |
| English | Skills in enquiry and communication Stories illustrating aspects of social and personal development |
| Maths | Aspects of financial capability, counting, sharing |
| Science | Drugs (including medicines), sex, health, safety and the environment |
| CDT | Health and safety, healthy eating, use of technology |
| ICT | Communication with others (e-mail) use of internet, checking relevance |
| History | Use of sources, reason/results of historical events, situations, changes, diversity within societies, significant people, events, ideas and experiences of people from the past |
| Geography | Environment, sustainable development, land use, own locality/contrasts with other parts of the world |
| Art | Design – ideas and experiences communicated through works of art from different times and cultures |
| Music | Encouraging ability in playing and singing, cultural diversity and their value |
| PE | Health, safety, developing personal and social skills through team and individual activities, games and sports |

It is insufficient to rely on these links alone for the effective provision of PSHE.

To this end there are specific times allocated to encourage various groups of children to interact with each other in a positive and co-operative way. The federation subscribes to the Crucial Crew child safety initiative.

PSHCE activities and federation events

- Residential visits, special days/weeks provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances.
- The links between PSHCE and pastoral care are important. Whilst the class teacher's role is a natural link, the role of other staff and visitors is also important.
- In the federation, regular visits are encouraged from members of the church and senior citizens in the community. The children build up good relationships with such visitors.
- School Councils are embedded into the life of both schools. Meetings reflect the democratic process and are a good opportunity for children to learn about their role as citizens in society. See School Council Files.
- School Ambassador events with the cluster.

Assessment, recording and reporting

There are two broad areas for assessment

- Children's knowledge and understanding (e.g. information on health, understanding of rules, meaning of ideas including democracy)
- How well children use their knowledge and understanding in developing skills and attitudes (e.g. participating in discussion, group tasks, managing conflict, making decisions and promoting positive relationships)

Grewelthorpe & Fountains CE Primary Schools Federation

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| Policy: | PHSE Policy |
| Signed Chair of Governors: | |
| Date Signed: | |
| Governors Meeting Ratified: | 10th February 2016 |
| Review Date: | Spring 2018 |
| Review schedule | Two Yearly |