

Our vision

- To provide stimulating, high quality learning experiences within a safe and happy environment where all are active participants in their own learning, developing skills and knowledge for today and tomorrow.
- To create a rich and balanced learning culture where all have access to a high quality education which develops the individual academically, morally, spiritually and culturally.
- To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.

Aims & objectives of PSHCE

Personal, social, health and citizenship education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In this way we help develop their sense of self worth. The diversity of cultures at Hardwick Primary School is celebrated and every person is valued regardless of age, colour, gender, ethnicity, heritage, religion or disability. We teach children what it means to be a positive member of a diverse multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the school council.

The aims of personal, social, health and citizenship education are to enable the children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure
- learn to live and enjoy a healthy lifestyle
- develop an active role as a member of a family and of the community
- understand the principles of our society and democracy
- value their role as a contributing member of a democratic society
- respect the letter of the law and encourage others to do so

Personal, social and health education (PSHE) and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

Teaching, learning and inclusion

In PSHE and Citizenship our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Our children learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion.

PSHE & Citizenship is delivered in a cross-curricular way and through a discrete 30 – 45 minute lesson in which is timetabled throughout the school to deliver a planned scheme of work. This lesson provides opportunities for class discussion through circle time activities which are a teaching strategy for behaviour management and enables the children and the teacher to communicate with each other about issues which promote self-esteem and positive behaviour. Role-play, group work and the use of visitors and outside agencies are also used.

The Early Years Foundation Stage

We teach PSHE and citizenship in Nursery and Reception as an integral part of our topic work. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education, when we teach 'how to develop a child's knowledge and understanding of the world'.

Key Stage 1

During Key Stage 1 children learn about themselves as developing individuals and as members of their community, building on their own experiences and on the early learning goal for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of needs, views and rights of other children and older people. As member of a class and community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. The children are encouraged to respect and value those whose cultures and traditions are different from their own.

Key Stage 2

The pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. As they become more mature, independent and self confident, they learn about the wider world and begin to develop their sense of social justice and moral responsibility, learning that their own behaviour can effect their lives and the lives of others. They learn to make more confident and informed choices about their health and environment, to take more responsibility for their own learning and to resist bullying and pressure from peers. The children are encouraged to challenge stereotypes and to respect and value traditions, cultures and lifestyles that are different from their own.

SEAL (Social and Emotional Aspects of Learning)

We are currently developing a curriculum based on SEAL (Social and Emotional Aspects of Learning) which is a whole curriculum framework for the teaching of these skills and is organised into seven themes.

Research on 'emotional intelligence' has brought a wider view of intelligence to include personal and social issues. Emotional and social competences have been shown to be more influential than cognitive abilities for personal, career and scholastic success, so they need to be central to schools and learning to increase schools effectiveness. Working in this area can improve educational and life chances (Goleman, 1996)

Programmes that teach social and emotional competences have been shown to result in a wide range of educational gains, including improved school attendance, higher motivation and higher morale (Durlak, 1995; Durlak & Wellsw, 1997; US Government's General Accounting Office, 1995)

Each theme of SEAL starts with a whole school assembly a story followed by weekly PSHE lessons throughout the school based on the themes. At the end of each theme there is a follow up assembly. There are also follow up activities in literacy, maths, science, history, geography, ICT, D & T, Art & Design, Music and RE.

Differentiation & Additional Educational Needs

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented and those children who need additional support with EAL.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's Individual Education Plans (IEPs) relate to their personal development we ensure that opportunities are planned to support children in achieving these.

Equal Opportunities

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged. Children's religious beliefs and cultural differences are always respected.

Assessment

Teachers assess the children in PSHE and Citizenship by making informal judgements as they observe them during lessons and by carrying out formal assessment of their work based on specific learning intentions and objectives set out in the National Curriculum. Teachers note the achievements of the pupils in PSHE and Citizenship and these achievements are reported to parents each year in children's reports and parents evenings. Special achievements and instances of good citizenship are celebrated and rewarded in assemblies once a week.

Monitoring and Review

The PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching and planning of PSHCE by giving them information about current developments in the subject. The co-ordinator is also responsible for giving the headteacher an annual summary evaluating strengths and weaknesses and indicating areas for future development. Governors and staff will be given a copy of this policy and a named governor will be linked to this area. Copies are available to parents in the school office.

Healthy Schools Scheme

Hardwick is part of the Healthy Schools Scheme and the whole school has been involved at all stages of the process. The following areas have been achieved towards a healthy school status:

- healthy schools targets and activities have been incorporated into the School Development Plan
- all policies and statements required by the Healthy Schools scheme are up to date and the review cycle is actively implemented
- there is strong commitment to the philosophy and implementation of Healthy Schools at senior management and governor level
- pupils, parents and carers are involved in policy development
- PSHCE has a high profile in the school
- Planning for PSHCE is detailed at all levels and delivery is monitored by the PSHCE co-ordinator
- A range of national and local resources is used such as the police, health professionals, road safety team.
- The school provides a secure and welcoming environment
- Pupils feel secure, supported and valued through circle time and the school council
- Celebrating pupil achievement with team points, certificates, and a range of awards in assemblies
- Awareness and celebration of cultural and religious diversity
- The school is a no smoking site
- The school is well maintained
- Clean drinking water is available for all
- The lunchtime environment is clean, social and well organised
- The school is involved in environmental projects
- Staff promote healthy choices and respect for others
- Parents and community partners take part in school life
- There is good communication with parents/carers

Drugs, Alcohol and Tobacco

At Hardwick School, drugs, alcohol and tobacco education is incorporated into the curriculum from Early Years to Year 4 and lessons inform and educate pupils on the consequences of drug, alcohol and tobacco use and misuse and our aim is to develop an understanding of related health and social issues.

Any incident is individually assessed and recorded then reported to the headteacher. The school is a no smoking area.

Sex and Relationships Education (see also separate policy)

The DFES states that "At primary school, Sex and Relationships Education should contribute to the foundation of PSHE & Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty (DFEE 2000)

From Early Years to Year 4 children are taught about relationships, how to develop positive relationships with others and to ask for help and support where needed. Parents are informed about this education and have the opportunity to ask questions and raise concerns with the class teacher and are encouraged to view resources. If a parent/carer requests that their child be withdrawn, this should be made in writing to the headteacher. We understand that much of a child's education about personal growth takes place at home therefore it is essential that parents/carers views are sought over Sex and Relationships Education.

Using Visitors and Outside Agencies

At Hardwick we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the police, fire-fighters, school nurse, road safety team, recycling team. Teachers using visitors always make sure that;

- pupils are involved in discussing who would be an appropriate visitor to support their work
- the visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom
- the visitor's contribution complements the teacher's contribution

This policy was developed during the autumn term 2008

This policy was adopted by the Governing Body in November 2008

This policy is due for review in November 2011