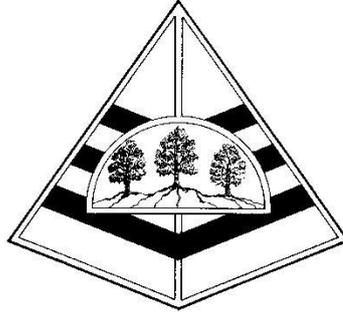


# FERNDOWN MIDDLE SCHOOL



# PSHCE POLICY

Personal, Social, Health and Citizenship Education Policy

<b>Policy to be reviewed by Governor Committee:</b>	<b>Community &amp; Curriculum</b>
<b>Frequency:</b>	<b>3-Yearly</b>

*This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

Ferndown Middle School

Personal, Social, Health and Citizenship Education Policy

**At Ferndown Middle School we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.**

**Administration**

The member of staff responsible for overseeing and reviewing this policy is the PSHCE co-ordinator.

This policy has been drawn up in consultation with teaching staff and governors.

**Location and dissemination**

This policy document is freely available to the entire school community. A copy of the policy can be found on Sharepoint and is available via the school website.

**The National Context for PSHCE**

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of pupils at the school and of society
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Every Child Matters requires the following outcomes for pupils:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Schools have a statutory duty to promote pupils' wellbeing. As Ferndown Middle School is a place of learning and our intention is to create independent pupils, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

The national curriculum has three aims for all children, to become:

- Successful learners
- Confident individuals
- Responsible citizens.

The provision of a comprehensive, developmental PSHCE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for pupils to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

### **Aims:**

PSHE education, together with citizenship education, known as PSHCE, is central to the development of the pupils in our school. The planned programme is designed to help them to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The aims of PSHCE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the differences and similarities between people;
- Develop good relationships with other members of the school and wider community;
- Be independent, self-disciplined and responsible members of society;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues and manage risk in their own lives.

### **The Approach**

The provision of a comprehensive PSHCE education programme is central to achieving our school's own aims and objectives and mission statement. PSHCE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports pupils in reaching their full potential.
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable pupils to make positive lifestyle choices, now and in their future.
- Developing the key concepts and skills that both support academic learning (*e.g. team working*) and transcend it (*e.g. building resilience*), and that are essential to a rapidly changing world.

The values and ethos of the school will not only be made explicit in PSHCE education. The PSHCE education programme is embedded within the wider learning offered by the school to ensure that pupils have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The school provides opportunities for pupils to make real decisions about their lives, to take part in activities that simulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

### **Equal Opportunities**

Ferndown Middle School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHCE education provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

Our PSHCE education programme recognises that pupils will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We liaise with local professional agencies (e.g. school nurse) and outside visitors (e.g. police and fire service) to enable us to prioritise learning within our programme and to ensure it is relevant.

### **Teaching and Learning**

The PSHCE education programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHCE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, Rights Respecting School's status, the school's commitment to providing a 'Healthy Schools' climate and culture, and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. Active citizenship is promoted by a range of activities from electing a School Council representative, to recycling, fund-raising for charity and participating in Youth parliament elections. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community.

At Ferndown Middle School we know that active engagement in learning is most effective in teaching PSHCE education. Pupils need opportunities to clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. The purpose of each lesson is made clear, through the use of WALT statements (at KS3) and learning experiences meet the needs of all the pupils in the class. The PSHCE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning with the teacher as facilitator.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what pupils can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Visitors to the classroom enrich the PSHCE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of the planned curriculum and the teacher is always present to manage the learning.

### **Special Educational Needs**

PSHCE education is a universal entitlement for all learners. This means that it is key learning that must be made accessible to all abilities, and that attendance in PSHCE education has an equal priority with other learning. As far as is appropriate, pupils with special educational needs follow the same PSHCE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

### **Curriculum Content:**

We provide PSHCE education through a programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. PSHCE education works within the real life experiences of pupils, so it is important to establish a safe learning environment. This is achieved by clear 'ground rules' and a confidentiality policy that is understood by all.

Thus the PSHCE education programme is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

During key stage 2 pupils follow the recommended national curriculum programmes of study which are delivered through the use of the JIGSAW scheme. This scheme has 6 key themes which spiral over the course of the two years to build upon and extend key skills and knowledge. Every class has a timetabled hour of PSHCE each week.

During key stage 3 the pupils follow the national curriculum programmes of study for PSHE and Citizenship. These are divided into 6 units per year; some units focus primarily on PSHE issues, other units are more focused on Citizenship. However we acknowledge there are many areas of overlap. Every class has a timetabled lesson of PSHCE each week.

### **Subject Review and Monitoring:**

The PSHE education coordinator will monitor the planning, teaching and learning of PSHCE education regularly to ensure it is relevant, current and both meeting learners' needs and stretching their thinking. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The PSHCE coordinator will hold staff meetings, as well as using e-mail, to keep staff informed of new initiatives, ideas and resources. The scheme of work and policy will also be reviewed according to the review cycle.

### **Confidentiality:**

Due to the nature of the topics covered in the PSHCE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

## **Assessment in PSHCE**

As with any learning, the assessment of child's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

### **Key Stage 2**

There are three key components: The Jigsaw Learning Record, the end of Puzzle certificate and the child's jigsaw Journal.

Year 5 and Year 6 follow the Jigsaw program for PSHCE. Each Puzzle piece (except Puzzle 1) has a built in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. This is especially critical when the child's assessment of their performance and the teacher assessment differ.

Each Puzzle has a set of three attainment descriptors for each year group:

Working towards      Working at      Working beyond

At the beginning of each Puzzle, children will be given the **"My Jigsaw Learning Record"** so it is clear what they are aiming to achieve. This is stuck into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the "My Jigsaw Learning Record" and the child colours the attainment descriptor he thinks he has achieved. The teacher does the same and has a conversation with each child about his learning progress. Do they agree?

Each child is then asked to reflect on what they enjoyed and what they would like to learn more about. A target is then set for the child to work on in the next Puzzle.

**End of Puzzle certificates** are designed to praise specific achievements for each child. The teacher and the child both recognise achievements on the certificate. Certificates should be glued in to the Jigsaw Journal at the end of each puzzle piece.

The **Jigsaw Journal** is evidence of each child's learning, the content and some of the activities they have participated in. It is the end of year report. The Journals are a conversation between the child and the teacher. Staff should include photographic evidence where appropriate as this adds interest. Journals should be marked regularly and children should be given time to reflect upon and respond to comments.

### **Key Stage 3**

PSHCE education encourages pupils to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

Pupils do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Currently teachers assess pupils' progress in PSHCE by:

- Making informal judgements as they observe them in lessons and at other times around the school.

- Regular marking of each pupil's book, encouraging pupils to reflect upon their learning and developing a dialogue with each child.
- Making assessments of the pupil's performance against the specific objectives set out in the schemes of work.
- KS3 teachers will carry out three planned and assessed pieces of work during the year.
- Progress against the key objectives for citizenship is recorded on SIMS for each pupil using a scale of mastery, secure, developing and emerging, represented by letters M, S, D, E. This information is then relayed to the parents on the end of year reports.
- Information provided for the parents through parent consultations and the end of year report.

### **PSHCE the Whole School Approach**

Ofsted has identified a strong correlation between schools which achieved a high grade for PSHCE education and those which were graded outstanding for overall effectiveness.

The impact of PSHCE in safeguarding was also highlighted.

"It is also difficult to see how safety and safeguarding can be good if PSCHE education provision is poor. If pupils are kept ignorant of their human, physical and sexual rights; or how to protect themselves and others, or know where to go to for help, they are not being adequately safeguarded."

As a school we actively promote the 5 key learning values across all subject areas. These are:

- Relationships
- Resilience
- Resourcefulness
- Reflection
- Responsibility

Teachers refer to these learning values during the course of lessons and during tutor time. These values are also reflected in the school assemblies.

### **Links to other policies:**

Other school policies contribute to the personal, social and emotional development of pupils:

- *Sex and relationships education (SRE)*
- *Anti-bullying*
- *British Values*
- *Drug education and the management of drug-related incidents*
- *Child protection/safeguarding*
- *Confidentiality*
- *Promoting race equality*

Written by Mrs L Baynham (PSHCE Co-ordinator)