

**St Ippolyts C.E. (VA) Primary School**



# **PSHE & C**

**Personal, Social, Health Education &  
Citizenship**

**Including Promoting Fundamental British  
Values Statement**

**December 2014**

## **1: Introduction**

1:1 St Ippolyts is a caring school, with a friendly, welcoming atmosphere that reflects Christian values. Positive behaviour, courtesy and a respect for each other is encouraged – bullying discrimination and other anti-social behaviour are strongly discouraged. Each child is valued and is expected to value and show respect for the school environment and the wider community and environment-we all have our part to play.

## **2: The purpose and school context for PSHE education**

2:1 PSHE, together with Citizenship, is central to the development of the pupils in our school. The planned programme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

2:2 R.E and collective worship helps to enhance spiritual, moral, social, cultural development and promotes the schools values and respect for, and tolerance of, other faiths and cultures.

2:3 The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives. PSHE 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, language, skills, strategies and understanding that enable pupils to make positive lifestyle choices now and in their future*

*Developing the key concepts and skills that both support (for example team working that encourages more effective group enquiry) and transcend academic learning (for example building resilience and developing entrepreneurial skills) and that are essential to employability in a rapidly changing global economy.*

2:4 The PSHE education programme is embedded within other efforts to ensure children have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

2:5 The school provides opportunities for children 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, e.g. the school council representatives from each class meet regularly to discuss school matters.

## **3: Equal Opportunities**

3:1 We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision.

3:2 We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

## **4: The key principles that underpin our PSHE provision.**

4:1 Our PSHE education programme recognises that pupils will bring prior learning and real life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our pupils. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance.

4:2 We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

4:3 The PSHE education programme is taught within a safe and supportive learning environment where children 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.

4:4 The PSHE 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 PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

4:5 The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

4:6 The purpose of each lesson is made clear and learning experiences meet the needs of all the pupils in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

4:7 Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

4:8 Pupils are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

## **5: The use of visitors to the classroom**

5:1 Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

## **6: Pupils with additional educational needs**

6:1 As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Teaching Assistants work with individual pupils, where required, sometimes on a one-to-one basis.

## **7: Scope**

7:1 During the Foundation Stage PSHE is an integral part of the curriculum through PSED (see Foundation policy)

7:2 During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals 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 the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple

arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

7:3 During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **8: Monitoring and evaluation**

8:1 The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

### **9: Confidentiality**

9:1 Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

### **10: Assessment, recording and reporting**

10:1 As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area, 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 children's self awareness and self esteem and there are opportunities to record learning and progress in different ways.

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

11:1 Other school policies contribute to the personal, social and emotional development of pupils: e.g.

*Sex and Relationships Education (SRE)*

*Behaviour policy*

*Drug Education*

*Child Protection*

*Confidentiality*

*Health and safety*

*Promoting Race Equality*

*R.E and collective worship*

*Foundation stage*

Date of policy *December 2014*

## **APPENDIX: Promoting British Values at St Ippolyts School**

At St Ippolyts Primary School we are committed to serving our community and preparing our pupils for their futures. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom as a whole. We also understand the vital role we play in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities ensuring that there will be no discrimination against any individual or group, regardless of faith, gender, ethnicity, sexuality, political or financial status, or similar.

Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children. The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools and set out its definition of British Values in the 2011 Prevent strategy.

The five British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

At St Ippolyts School these values are reinforced regularly and in the following ways:

### **Democracy**

Children have many opportunities for their voices to be heard. We have a School Council with members voted on by their peers. The council meets regularly to discuss issues raised by their class and to suggest and implement improvements and initiatives. The Chair of Governors often attends this meeting along with The Headteacher or Assistant Headteacher. Each year we ask the children through an annual questionnaire to put forward their views about the school and their suggestions can influence elements of the School Development Plan. Pupils can nominate their peers for the weekly Award Badges and regularly have the opportunity to vote for matters within their own class.

Upper Key Stage Two children learn about democracy and politics through current affairs topics for example at the time of General Elections in Britain, significant elections in other parts of the world and at other key moments, such as Referendums.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when

dealing with behaviour and through our values based Collective Worship. Our School Code of Conduct, devised collaboratively by all members of the school community, provides the agreed base for all our expectations regarding behaviour and conduct.

Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. Upper Key Stage Two children have a 'Law Lesson' which gives them the opportunity to experience a mock court hearing provided by a real magistrate.

### **Individual Liberty**

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for children to make choices safely, through provision of a safe environment. The children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Personal, Social, Citizenship & Health Education (PSCHE) lessons. Children are given opportunities to make choices, whether it is a learning challenge, how they record their learning or participation in our numerous extra-curricular clubs.

### **Mutual Respect**

Our school ethos is based on Christian Values which creates an environment of mutual respect for all. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated through our classroom and learning rules, as well as our behaviour.

### **Tolerance of those of Different Faiths and Beliefs**

St Ippolyts School places great emphasis on promoting diversity within our community. We are a Church of England school and our Collective Worship is based on Christian Values and key elements of the Anglican tradition. Our RE curriculum is carefully planned to include stories and celebrations from a variety of faiths and cultures and includes opportunities for discussion and debate relating to these, including the views and ideas of those with no faith. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and across the school. Children visit places of worship that are important to different faiths.

At St Ippolyts we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values.