

Aughton
Christ Church C. E.
Primary School



PSHEE and Citizenship
POLICY

What is PSHEE (Personal, Social, Health and Economic Education) and why is it important?

PSHEE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHEE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
(PSHE Association)

What is Citizenship?

Citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens. It forms an integral part of our PSHEE curriculum and is taught within this curriculum.

Why teach PSHEE?

Children need to learn about the world in which they are living, we need to provide the activities which will give them the 'protective shield' as well as providing the skills they need to enable them to make healthy choices themselves in the future. We have to help children to survive in a rapidly changing world.

(Live Well Learn Well Document)

PSHEE education:

- ❖ can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.
- ❖ makes a significant contribution to pupils' spiritual, moral, social and cultural development.
- ❖ is essential to safeguarding pupils.
- ❖ equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- ❖ encourages children to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.
- ❖ provides opportunities for children to reflect on and clarify their own values and attitudes.
- ❖ contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

- ❖ enables children to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- ❖ PSHEE prepares children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

(PSHEE Association)

Aims and Objectives

The aims and objectives of learning PSHEE Education:

- ❖ Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- ❖ Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- ❖ Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- ❖ Encourage children to develop creativity and expression.
- ❖ Encourage children to take an active and responsible role in their learning.
- ❖ Help children to experience democracy through the school council.
- ❖ Help children appreciate what it means to be a positive member of a diverse multicultural society.

Subject Content

In Aughton Christ Church, we teach PSHEE to all children. Some PSHEE is taught as discrete half-termly topics and some is linked to whole-school themes (for example Enterprise week) or in response to a specific identified need within the class (for example: talking through the needs of a new class member). *See Appendix 1 for coverage.*

The work carried out will be drawn from the Lancashire Scheme 'Live Well Learn Well'.

This includes 12 themes:

- 1 Core Skills
- 2 SRE (See separate policy)
- 3 Economic Wellbeing and Financial Capability
- 4 Emotional Health and Wellbeing
- 5 Keeping Safe
- 6 Being a Risk Taker
- 7 Drugs Alcohol and Tobacco Education
- 8 Being Healthy

- 9 Taking Part
- 10 It's OK to tell
- 11 Being different
- 12 Antibullying

We also encourage children throughout the school to take part in a range of practical activities that promote active citizenship, for example charity fundraising and assemblies.

Monitoring and Assessment

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Assessment will encompass opportunities for teacher assessment in each of the twelve themes. This will be carried out through short written tasks where appropriate and ongoing observation. Progress will be recorded and reported to parents in line with all other non-core curriculum subjects.

Curriculum Provision

PSHEE is delivered within a whole school approach which includes:

- ❖ Dedicated curriculum time
- ❖ Teaching PSHEE through and in other subjects/curriculum areas (Appendix 2)
- ❖ Specialised assemblies
- ❖ PSHEE activities and school events
- ❖ Pastoral care and guidance
- ❖ Visiting speakers
- ❖ School visits/ residential trips.

Other Policy Links

- ❖ SRE policy

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHEE Co-coordinator
- Senior Leadership Team
- Governors.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Policy reviewed Spring 2019

Policy to be reviewed Spring 2020

Appendix 1



PSHEE coverage

Core Skills (SEAL – Getting On and Falling Out)

Ongoing through all subjects and relationships with children, values, assemblies and pastoral care

Emotional Health and Wellbeing

Ongoing through all subjects and relationships with children, values, assemblies and pastoral care

Being Healthy –

Linked into each Science and P.E unit for each year group when appropriate topic arises.

Drugs Alcohol and Tobacco Education

Life Bus - Autumn 1

Economic Wellbeing and Financial Capability

Enterprise week - Summer 1

SRE (SEAL – Relationship and Changes)

Science, R.E and sex education talks in years 5 and 6 –Summer 2

Taking Part (SEAL - Going for Goals) - Autumn 1

Anti-bullying (SEAL - Say No to bullying) - Autumn 2

It's OK to tell - Spring 1

Being different (SEAL - Good to be Me) - Spring 2

Keeping Safe- Summer 1

Being a Risk Taker (SEAL – Going for Goals) – Summer 2

Appendix 2

Cross Curricular Links

Maths

Year 2

Pupils should also become fluent in counting and recognising coins. They should use the symbols £ and p accurately and say the amounts of money confidently

LKS2

Pupils should continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They should record £ and p separately. The decimal recording of money is introduced formally in Year 4.

UKS2

Pupils should use all four operations in problems involving time and money, including conversions (e.g. days to weeks, leaving the answer as weeks and days).

Science

Year 1

Pupils should have plenty of opportunities to learn the names of the main body parts.

Year 2

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should become familiar with the life processes that are common to all living things.

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

Year 3

Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

Pupils should continue to learn about the importance of nutrition (including a balanced diet) and should be introduced to the main body parts finding out how different parts of the body have special functions.

They might research different food groups and how they keep us healthy.

Year 4

Pupils should be introduced to main body parts associated with digestion.

Year 5

Pupils should build on their learning about the main body parts and internal organs.

They might find out about the effects of things that might damage the body's systems.

Pupils should study their local environment throughout the year.

They should observe life-cycle changes in a variety of living things.

Year 6

Pupils should build on what they have learnt in previous years about how the various body systems function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should explore the relationship between diet, exercise drugs, lifestyle and health.

Computing

KS1 Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school

KS2 Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.