



Ark Ayrton Primary Academy

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY



POLICY INFORMATION

Named personnel with designated responsibility for Teaching and Learning

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2015/16	Sophie Bennett-Acres	T. Asiri	M. Gallagher	Michael Gallagher
2016/17	Sophie Bennett-Acres	T. Asiri	M. Gallagher	Michael Gallagher
2017/18	Sophie Bennett-Acres	S. Kohli	P. Leonard	Peter Leonard
2018/19	Sophie Bennett-Acres	J. Sullivan	L. Clarke	Mike Pye
2019/20	Sophie Bennett-Acres	J. Sullivan	L. Clarke	Katie Oliver
2020/21	Sophie Bennett-Acres	J. Sullivan	L. Clarke	Katie Oliver

Policy review dates

Frequency of review: Yearly

Review	Changes made	By whom
March 17	Policy updated	Sophie Bennett-Acres
Sept 17	Policy review	Sophie Bennett-Acres
Sept 18	Policy review	Sophie Bennett-Acres
Sept 19	Policy review	Sophie Bennett-Acres
Sept 20	Policy review	Sophie Bennett-Acres

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1 INTRODUCTION

At ARK Ayrton Primary Academy we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our academy environment and our academy 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 the academy, at work and in the community. It focuses on the personal development of the whole child.

The policy will be reviewed bi-annually.

2 AIMS

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

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

3 CURRICULUM ORGANISATION

- 3.1 Every class has timetabled sessions for PSHCE , covering the National Curriculum guidance for PSHCE.
- 3.2 In addition to this, PSHCE is also taught within other subject areas and as part of cross-curricular projects in: science, geography, RE, English, history and PE.

- 3.3 PSHCE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
- 3.4 Whole academy and class assemblies provide a regular opportunity to enhance pupils' spiritual, moral, social, and cultural development, promoting our academy's values and celebrating achievement.

4 TEACHING AND LEARNING STRATEGIES

- 4.1 During timetabled PSHCE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 4.2 All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and re-enforced consistently.
- 4.3 Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- 4.4 Beyond timetabled PSHCE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts and working as part of a group on projects.
- 4.5 Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling and composting; and by taking on roles and responsibilities for themselves, for others and for the academy.

5 RESOURCES

A range of resources are used to support PSHCE, these include visits, visitors, ICT and the SEAL curriculum.

6 EQUAL OPPORTUNITIES

All children have an entitlement to access the PSHCE curriculum. All children will have access to appropriate resources within the academy. These will reflect a multi-cultural society,

without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

7 COMMUNITY LINKS

Working in partnership with parents and carers and with the wider academy community is an essential element of PSHCE. We seek to involve parents and keep them informed through our newsletter and class meetings. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with local community projects.

8 ASSESSMENT, REPORTING AND RECORDING

- 8.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.
- 8.2 The PSHCE leader or teachers assesses children's progress in PSHCE:
- a By making informal judgements as they observe children and staff during lessons and at other times around school.
 - b By making formal assessments of the children's work and performance, measured against the specific learning objectives set out in the PSHCE scheme of work. During each unit of work, the PSHCE leader or teachers will carry out one planned assessment activity.
 - c By keeping a record of individual pupil's achievements and contributions .. These are reported to parents/carers each year.
- 8.3 The assessments that we make of pupil achievements do not imply that a pupil has 'passed' or 'failed'.

9 SUBJECT REVIEW AND MONITORING

The PSHCE Leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff twilight training sessions to discuss current issues and to make staff aware of new initiatives, practises and resources.

10 LINKS WITH OTHER POLICIES

This policy links particularly to the following policies

- a Confidentiality.
- b Sex and Relationship Education.
- c Substance Use and Misuse.
- d Child Protection.
- e Behaviour.
- f Equality.
- g Anti-Bullying.
- h Food.

11 PARTNERSHIPS

Strategic – School Nurse, Community Police Officer.

Curriculum – Police, Fire Brigade, Nurse.

12 TRAINING

The academy recognises the importance of training and keeping staff updated. Annual training will be delivered by the PSHCE Subject Leader.

13 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.