

**STOCKHAM PRIMARY SCHOOL**

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Oxfordshire County Council

**Stockham Primary School**

**Personal, Social, Health and Citizenship Education Policy**

**INTRODUCTION**

At Stockham School we regard PSHCE as an important component of the whole curriculum. Here it is recognised as a necessary part of a child’s full educational entitlement.

* It promotes the spiritual, moral, cultural, mental, emotional, social and physical development of children at the school and in society.
* It prepares children for the opportunities, responsibilities and experiences of adult life.
* It encourages children to play a helpful part in the life of their school, neighbourhood, community and the wider world.
* It teaches children about the economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities, and develops children’s abilities to reflect and take part in discussions.
* All children are entitled to receive sound information about keeping healthy and safe, both emotionally and physically.

**DEFINITION**

PSHCE is concerned with the total well being of the individual. It focuses on:

* The mental, emotional and physical well being of the individual.
* The responsibility of the individual towards others and the environment.
* The education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.
* Road safety, self esteem, cooperation, drugs education, sex and relationships education, behaviour, feelings, emotions and looking after oneself.
* A holistic model of personal and social development which encourages the making of healthy choices.

**AIMS**

At Stockham School we aim, through implicit and explicit learning experiences, to:

* Develop an awareness of social, economic, political, and ecological issues.
* Nurture mutual trust and respect between individuals and groups.
* Develop understanding and tolerance.
* Encourage the development of informed and responsible healthy lifestyle choices.
* Develop a positive attitude towards both mental and health.
* Foster self respect and self esteem among all children.
* Give opportunities for children to experience awe and wonder.
* Prepare children for the opportunities, responsibilities and experiences of adult life.
* Enable the children to gain an appreciation of the necessary part they play within the community of our school and how this is then reflected in the wider community.

Within the curriculum children are given frequent and regular opportunities to discuss feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, alongside school, are essential dimensions of PSHCE.

**PRACTICE**

The PSHCE curriculum is taught in a cross curricular way and is also a discrete subject area of the curriculum. For focused, discrete PSHCE lessons the whole school uses the SEAL Framework as the overarching scheme for planning, teaching and learning. The subject often contains Circle Times which may be planned as part of the weekly SEAL lesson or they may be spontaneous when the need for a whole class or small group discussion arises due to a school, home or community incident. .

The children are also taught values through stories and reflective discussion during whole school and key stage assemblies.

To fully incorporate our aims Stockham School also has a fully established School Council with two children from each year group in KS1 and KS2 acting as representatives for their classmates.

**PROGRESSION AND DIFFERENTIATION**

Progression, differentiation and continuity are built into the delivery of the SEAL Framework; the whole school work together with an established understanding of expectations. This is promoted through the school curriculum, assemblies and extra curricular activities. This is ensured using a variety of approaches including:

* The same activity but different expectations of outcome
* The same theme but different levels of input
* Allowing for different paces of working
* Differentiated groupings of children
* Developing different modules of work at different times of the year for differing abilities

Within the classroom, activities will be planned according to the different levels of skills and previous knowledge the children have. A range of teaching strategies and learning styles are used in the delivery of the PSHCE curriculum. These include:

* Circle Time and class discussion
* Imaginative writing
* Reflection, sharing and showing
* Role play and drama
* The use of video and computer technology (ICT)
* Visits and visitors when appropriate
* Peer education
* Structured group work
* Play and games

**ASSESSMENT, RECORDING AND REPORTING**

The achievement of all children within PSHCE is monitored by the class teachers throughout each school year. This is maintained through the completion of a whole school assessment scheme recommended by the Local Authority. The PSHCE Coordinator has an overall responsibility for assessment, reporting and recording throughout the school.

The assessment of PSHCE will take place in all curriculum areas. Assessment will take place at the end of each taught unit and recorded on a class list sheet in a folder with other non-core subjects. Evidence can be found within the context of topic work files/books or PSHCE books. Assessment and recording of children’s progress in PSHCE will be aimed at enhancing the quality of teaching and learning, helping children take responsibility for their own performance and learning and be informed by best practice. Class teachers should involve children through discussion, review and target/goal setting.

**SPECIAL EDUCATIONAL NEEDS**

PSHCE can:

* Address children’s individual needs
* Increase access to the curriculum
* Enhance learning skills and develop previous knowledge

Children with Special Educational Needs have an equal opportunity to access the SEAL framework and participate in all discrete lessons related to this area of the curriculum.

**EQUAL OPPORTUNITIES**

Refer to the Equal Opportunities Policy.

**HEALTHY SCHOOL**

We seek to achieve:

* A warm and supportive social environment promoting positive relationships and high esteem for all
* A rich and diverse cultural environment that values the variety of people’s backgrounds and cultures while encouraging a breadth of interests
* A safe and aesthetically pleasing environment
* A health promoting environment
* An environment where the health of staff is considered important and where adults provide positive role models in all aspects of well being.

Stockham School has achieved the award of Healthy Schools Status.

**RESOURCES**

The school has access to a variety of resources and organisations including:

* The SEAL Framework and related resources
* Real Health for Real Lives
* LCP PSHCE Resource Files
* Links with the school nurse

**MANAGEMENT**

There is a designated PSHCE Subject Leader to oversee the planning, teaching and learning in the school. The Subject leader is responsible for informing the rest of the school about new developments and, where appropriate, for organising and providing appropriate training. The Subject Leader will advise colleagues on resources to aid planning and that can be used in the classroom (including visits and visitors). A central resource area can be found in the cupboard next to the first aid room and is maintained and reviewed annually along with any other resources for the subject. The Subject leader will monitor the curriculum and will report to the Head Teacher annually on progress, with regard to the school’s development plan.

**Designated Teacher:** Claire Lovegrove **Date:** February 2018

**Date agreed by staff: Date agreed with Governing Body:**

**Signed on behalf of the Governing Body: Date of Review:** February 2020

      