

Personal, Social, Health and Citizenship Education Policy

Aim:

At Landgate, we believe that PSHE helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities learners recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As learners learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

The world is full of complex and sometimes conflicting values. PSHE helps learners explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions; learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Objectives:

To provide learners with knowledge and develop their self-esteem, confidence and self-awareness to make informed choices and decisions to:

- Encourage and support the development of social skills and social awareness;
- Enable learners to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by safe and healthy lifestyles;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our learners understand and manage their feelings;
- Understand how society works and the rights and responsibilities involved;
- Develop an awareness of British values and culture and how to contribute to the life of school and the wider community by being a responsible citizen.

Key Stage 1

In key stage one, teaching and learning is offered through a continuous provision model with focussed activities included. Woven through this are lots of opportunities for active learning to take place which promote health, well-being and safety. Regular group sessions also take place which focus on identity, social skills and communication. Learning is recorded using the Tapestry program and shared with parents electronically. A range of evidence is collected to assess learning against the learning ladder assessment document. All learners develop their knowledge of:

Knowledge, Skills and Understanding

- Relationships – Feelings and emotions, Valuing difference, healthy relationships, boundaries, resolving conflict.
- Health and well-being – growing and changing, personal identity. Keeping safe, rules and responsibility, health lifestyle choices, personal hygiene.
- Living in the wider world – contributing and belonging to communities, taking care of the environment, money, its uses and choices of spending.

Key Stage 2

At key stage two a more formal approach is taken towards teaching and learning in PSHCE lessons which are on the timetable every week. One hour a week is given to develop skills such as role-play, discussion, problem-solving and investigation in these lessons. Learning is also available out of the classroom and regular visits are taken to develop the learners further. In key stage two assessment builds upon what learners have attained in key stage one with the learning ladder assessment document. All learners develop their knowledge of:

Knowledge, Skills and Understanding

- Relationships – Feelings and emotions, valuing difference, healthy relationships, boundaries, resolving conflict, secrets and respect.
- Health and well-being – growing and changing, personal identity, keeping safe, rules and responsibility, health lifestyle choices, balanced diets, personal hygiene, change and dealing with loss or grief.
- Living in the wider world – contributing and belonging to communities, taking care of the environment, money, borrowing, debt and enterprise, rules and laws and anti-social behaviour, cultures, customs and traditions of people living in the UK.

Key Stage 3

Upon entering key stage three each learner is set on an aspirational pathway and given challenging targets. They are introduced through a range of practical activities that promote a healthy lifestyle and active citizenship. Citizenship is a statutory element at key stage three and takes a bigger focus in teaching and learning.

Knowledge, Skills and Understanding

- Personal well-being – establishing rules, friendship, transition and personal targets, diversity, discrimination, and gender, healthy lifestyles, eating and exercise, first aid and lifesaving, risk and peer influence, tobacco and alcohol, personal identity, physical and emotional changes, puberty.
- Economic Well-Being – careers, enterprise, skills, roles, identities, choices at age 14+, money and personal budgeting, work roles and aspirations, study and research skills, consumer choices, moral and ethical choices, enterprise and business understanding.
- Citizenship – the operation of parliament, voting and elections, liberties enjoyed by UK citizens, rules and laws and the justice system, the role of the police and courts, e-safety, travel safety and road awareness, improving communities, the role of the monarch.

Key Stage 4

At Key Stage 4 learners follow the AQA PSHE accredited course during weekly PSHE lessons. Learners are encouraged to participate in discussion, investigation and problem-solving activities to promote good citizenship and a healthy lifestyle. Including:

Knowledge, Skills and Understanding

- Managing risks – sex and relationships, unhealthy relationships, personal safety and alcohol and drug abuse.

- Positive mental health – developing resilience, social media, and peer pressure.
- Life skills- personal safety, respecting others, food hygiene and safety and where to seek advice.
- Personal Finance – managing money, budgeting, saving, and being a critical consumer.
- Democratic process - voting and electoral roles and government positions.

Key Stage 5

At key stage five, learners study WJEC PSHE accredited courses. They are encouraged to participate in discussion, investigation, role-play and problem solving activities to promote a successful transition to adulthood. A large proportion of lessons include opportunities for learning within the local community to practice skills and understanding alongside their classroom based learning. All learners develop their knowledge of:

Knowledge, Skills and Understanding

- Managing personal finance,
- Managing social relationships and e-safety,
- Using technology in the home and community,
- Environmental awareness,
- Healthy living and exercise,
- Individual rights and responsibilities,
- Making the most of leisure time,
- Working as part of a group,
- Target setting and working towards goals.

Parental Engagement

Links with parents are made through daily learning diaries, parent's evenings, ECHP reviews and end of year reports. Additional to this parental engagement sessions are run throughout the school year offering advice and community to parents on topics which are relevant to themselves and their children. This includes topics such as PSHE in the home and chores, e-safety and sleep clinics etc.

Monitoring arrangement

The Senior Leadership Team / Governors will:

- Monitor the subject through the Landgate self-evaluation and monitoring schedule which is reviewed annually.
- Regularly conduct learning walks, lesson observations and work sampling throughout the year with the subject leader and SLT.
- Organise link meetings with subject leaders, governors and SLT once per term to ensure all stakeholders are kept up to date with developments in each subject.
- Review progress and attainment data collated four times a year to evidence learning within PSHCE.

Subject Leaders will:

- Will complete departmental SES in line with each data input. Self-Evaluation will take place through whole school systems of scheduled link meetings with staff, SLT and Governors.

- Monitor/ moderate through work sampling, learning walks and lesson observations.
- Review/ update assessment systems based on suitability of use.
- Review/ update Long Term Planning based on suitability of use.
- Create/ update and review a Subject Development Plan
- Monitor the impact of a subject budget.
- Purchase and organise resources.
- Monitor the impact of significant developments.
- Review/ update risk assessments.
- Analyse data.
- Produce a Self-Evaluation Summary.
- Prepare, attend and participate in link meetings.
- Audit and support parents / colleagues in their CPD.
- Keeping up to date with recent PSHCE and local health developments.

Additional Information

- Age or ability specific PSHCE resources which are regularly used are kept within every classroom. Thematic resources are stored in a large cupboard outside classroom 9. A comprehensive list is kept and updated regularly by the PSHCE subject leader and distributed amongst all staff members.
- There are no subject specific PSHCE risk assessments. Any activities requiring a risk assessment are risk assessed by the lead practitioner and assessed by the educational visit officer (Karen Higham).
- Quality teaching and learning in PSHCE relies heavily on links with the community as per the nature of the subject or unit of work. In particular links have previously been made with the local community nursing team and Let Get Brushin' scheme. The subject leader is also registered with the PSHE association and regularly attend PSHE development network meetings run by HH Kids.
- PSHCE links across the entire curriculum, but in particular with science and computing. The science and PSHCE curriculum cover areas of health and sex education. The computing and PSHCE curriculum cover areas of internet safety and digital citizenship.
- When teaching specific units or areas of learning, such as relationship and sex education, parents are written to and informed. Only at key stage three is relationship and sex education statutory. Parents are regularly surveyed for areas of interest or need which may need to be relevantly incorporated into planning and teaching.

Links to Policies

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking
- Homework
- Educational Visits
- Sex and Relationships Education
- Drugs Education
- Good Digital Citizenship
- Anti-Bullying
- Social Media
- Sun Safe

Date approved:	
Review Date:	
Signed Executive Headteacher:	