



**'BE THE BEST YOU CAN BE!'**

# **PSHCE Policy**

**Lead person responsible:**  
**Mrs H Safi**

**Date:** **September 2021**

**Review Date:** **September 2023**

## **Philosophy/Rationale**

Our personal, social health and citizenship education promotes children's personal, social, spiritual, moral and economic development as well as their health and wellbeing.

It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our children are encouraged to take part in a wide range of activities and experiences both through and beyond the school curriculum. The children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are a part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of lifelong learning.

## **Aims**

At Roe Green Junior School, we regard PSHCE as an important and integral part of the whole curriculum. Our school ethos is 'Be the Best You Can Be' and we encourage the children to follow this statement in all areas of their lives. We provide a broad and balanced curriculum by ensuring that children are encouraged to:

- develop spiritually, morally, socially and culturally;
- know and understand what constitutes a healthy lifestyle;
- are aware of safety issues, including the dangers of drugs and alcohol
- understand what makes for good relationships with others;
- understand and manage their emotions;
- value themselves and respect others;
- acknowledge and appreciate difference and diversity;
- are independent and responsible members of the school and the local community;
- are positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding
- personal and social issues;
- know how to safeguard the environment
- develop good relationships and respect differences with other members of the school and the wider community.

## **Role of the Subject Leader**

- To raise awareness amongst all staff of their contribution to the pupil's personal social and moral development and agree the overall aim, objectives and priorities
- To monitor and evaluate the programme and to monitor resources.

- To attend relevant courses to ensure the school is up to date with current legislation.

### **Implementation**

The school adopts a whole school approach in implementing the PSHCE curriculum as we believe the many aspects of school life influence the children's development in these areas. This policy is linked to other policies within the school and reflects the ethos of the school.

- Safeguarding Policy
- Behaviour Policy
- SEN policy
- PE/ RE policy

### **Provision (curriculum)**

PSHCE is not always confined to a specific timetabled slot, however at least 30 minutes is allocated each week for PSHCE. At Roe Green, our curriculum is delivered within a whole school approach which includes:

- Discrete provision
- Teaching through other subject/ curriculum areas; e.g. - Science – sex, healthy living and the environment.
- Through school events and assemblies
- Through pastoral care and guidance.
- Visitors and visits.
- National events such as Anti – bullying week
- School council

The PSHCE programme is delivered using the Brent Schemes of work which incorporate SEAL and Citizenship. We recognise the importance of circle time and issues are explored fortnightly through this medium.

Our scheme of work has themes and we have tried to make cross curricular links with other subjects where possible.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<p><b>New Beginnings/ Healthy Living Week/ School Council</b></p> <p><b>Community Rights and responsibilities</b></p> <p><b>Getting to know each other</b></p> <p><b>Working together</b></p>	<p><b>Daring to be different</b></p> <p>Identity and self esteem</p> <p>Difference and diversity</p> <p>Peer influence and assertiveness</p>	<p><b>Living long, living strong + Anti-Bullying Week</b></p> <p>SRE: body parts, change and hygiene</p> <p>Healthy eating and exercise</p> <p>Goal-setting and motivation</p>	<p><b>Being friendly, be wise</b></p> <p>Making and sustaining friendships</p> <p>Conflict resolution</p> <p>Anti-bullying</p> <p>Keeping safe at home and outdoors</p>	<p><b>Dear diary</b></p> <p>Comfortable and uncomfortable feelings</p> <p>Problems in relationships</p> <p>Anti-bullying</p> <p>Help and support</p>	<p><b>Joining in and joining up</b></p> <p>Needs and responsibilities</p> <p>Participation</p> <p>Local democracy</p> <p>Voluntary groups</p> <p>Fund-raising activities</p>
<b>Year 4</b>	<p><b>New Beginnings/ Healthy Living Week/ School Council</b></p> <p><b>The wider community and local democracy</b></p> <p><b>Rights and responsibilities</b></p> <p><b>Environmental awareness and sustainability issues</b></p>	<p><b>Friendship + Anti-Bullying Week</b></p> <p>To understand the importance of helping each other.</p>	<p><b>People around us</b></p> <p>Global citizenship</p> <p>Different identities around the world</p> <p>Challenging prejudice</p> <p>Support networks – relationships and families</p>	<p><b>Say ‘No’</b></p> <p>Drugs</p> <p>Education: medicines and legal drugs</p> <p>Drugs</p> <p>Education: illegal drugs and risk-taking behaviour</p> <p>Feeling safe</p> <p>Anti-bullying</p>	<p><b>Decision Making</b></p> <p>To understand how media presents information and how it can influence us.</p>	<p><b>Growing up</b></p> <p>SRE: growing up and developing, changing relationships, Managing change</p> <p>Preparing for transition</p>
<b>Year 5</b>	<p><b>New Beginnings/ Healthy Living Week/ School Council</b></p> <p><b>Community Rights and responsibilities</b></p> <p><b>Getting to know each other</b></p> <p><b>Working together</b></p>	<p><b>Managing Anger + Anti- Bullying</b></p> <p>To understand how to deal with anger.</p>	<p><b>Living long, living strong</b></p> <p>SRE: body parts, change and hygiene</p> <p>Healthy eating and exercise</p> <p>Goal-setting and motivation</p>	<p><b>Daring to be different</b></p> <p>Identity and self esteem</p> <p>Difference and diversity</p> <p>Peer influence and assertiveness</p>	<p><b>Being friendly, be wise</b></p> <p>Making and sustaining friendships</p> <p>Conflict resolution</p> <p>Anti-bullying</p> <p>Keeping safe at home and outdoors</p>	<p><b>Dear diary</b></p> <p>Comfortable/ uncomfortable feelings</p> <p>Problems in relationships</p> <p>Anti-bullying</p> <p>Help and support</p>
<b>Year 6</b>	<p><b>Growing up + Healthy Living Week + School Council Week</b></p> <p><b>Developing, changing relationships, Managing change</b></p> <p><b>Preparing for transition</b></p>	<p><b>Relationships + Anti-Bullying Week</b></p> <p>To understand ways of dealing with relationships.</p>	<p><b>Conflict and Resolutions</b></p> <p>To be able to identify conflicts, understand the impact it will have on people and how to resolve it.</p>	<p><b>Good Health</b></p> <p>Drugs</p> <p>Education: medicines and legal drugs, illegal drugs and risk-taking behaviour</p> <p>Feeling safe</p> <p>Anti-bullying</p>	<p><b>Theatre of Law Project</b></p> <p>Theatre of Law</p> <p>Understanding the idea of justice, the different types of courts and what a crime is.</p>	<p><b>Transition/ Wizard Theatre</b></p> <p>To be able to make transitions in life, deal with pressure and building on positive skills.</p>

## **Resources**

- The scheme of work is stored on the school computer system with SEAL materials. In addition, each year leader has a SEAL folder with all the materials within them.
- Physical resources are kept in the staff workroom. These resources support the delivery of circle time and PSHCE lessons as well as E-safety.
- We also have a range of meditation/reflection CD's stored on the computer system to support children.
- We also use a variety of resources through the Mentally Healthy Schools website (<https://www.mentallyhealthyschools.org.uk/>)

## **School Council**

The school has a school council in order to encourage pupil voice around the school. Elections are held in the Autumn Term and lessons are taught in relation to politics and law.

## **Equal opportunities**

We teach PSHCE to all children, regardless of their ability. There will be sensitivity applied in respect of children's individual needs.

## **Assessment, recording and reporting**

Teachers assess work by making informal observations during lessons as well looking at children's work and through discussions. In addition, one piece of work is included in the pupil's ROMA (Record of My Achievement) which is shared with parents/carers.

The annual report to parents will include a commentary on social and personal learning for each child.

## **Monitoring evaluation and review**

The school will evaluate this policy and assess its implementation and effectiveness. The subject leader will also regularly monitor the provision in accordance with the subject action plan.

## **Appendix 1: COVID-19 Amendments to PSHCE Policy**

Following the full re-opening of school after the COVID-19 lockdown, in order to reintegrate children back to school, PSHCE lessons will feature more prominently within the day. Hence, although timetabled, it will and should be used as a vehicle to address issues relating to Lockdown and help to support pupils' health and well-being.