



## **SUBJECT STATEMENT: PERSONAL, SOCIAL AND HEALTH AND CITIZENSHIP EDUCATION**

We regard Personal, Social, Health Education and Citizenship Education (PSHCE) as being an important part of the whole curriculum; in Foundation Stage this is known as Personal Social and Emotional Development (PSED). We believe that the promotion of health and well-being is central to the life of the school and its relationships with the surrounding community.

The school aims to provide a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school, and in society
- prepares pupils for the opportunities, responsibilities and experiences of adult life
- acknowledges and informs pupils about their rights as children and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child
- allows all children access to appropriate information about keeping healthy and safe, both emotionally and physically

Within PSHCE we recognise:

- Health Education: activities that promote physical well-being and encourage an adventurous approach to exercise, daily living, fresh air and exploration, both in and out of school
- Citizenship: encouraging children to take a responsible role in society, including developing an awareness of personal safety and the processes by which they can seek help and information, as well as learning the behaviour expected of them as members of society
- Drugs Education: learning about the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs (see Policy on Drug Education and Drug Incidents)
- Sex and Relationships Education: information about the process of development and reproduction (see Policy on Sex and Relationships Education)
- Values: especially the School Values and British Values
- Cultural diversity: including developing a sense of community, global citizenship, and tolerance
- Emotional literacy: recognising, naming and dealing with their feelings in a positive way, developing self-awareness and self-esteem

### **Teaching and Learning**

Within the taught curriculum and the whole school environment, pupils will be given opportunities to explore feelings and to practise personal and interpersonal skills and to develop:

- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- knowledge and understanding of democracy, the rule of law and individual liberty
- an awareness of social, economic, political and ecological issues
- the confidence to make informed and responsible healthy life choices
- positive attitudes towards health
- self-respect and self-esteem and to experience awe and wonder

PSHCE is taught through the vision and values of the school, cross-curricular links and discrete teaching in PSHCE lessons. PSHE teaching is linked broadly to SEAL unit themes for each term<sup>1</sup>, and is related to the real world and the children's experiences. In all classes, adult observations are key to planning PSHE activities for the term. We foster the development of children as active learners by teaching them about growth mindset and providing opportunities for them to take part in discussions, investigations and problem solving activities. There is an emphasis on outdoor and experiential learning and we encourage the children to take on different roles within a range of paired and group tasks. We aim to prepare pupils for the opportunities, responsibilities and experiences of adult life.

Tasks designed to promote active citizenship include charity fundraising and the planning of special school events (such as special church services and performances). We organise classes in such a way that pupils are able, through discussion (including in Class Councils), to raise concerns and work out solutions or refer matters to the School Council. There is a programme of visiting speakers, including the school health nurse, police officers, local clergy and charity volunteers.

We value and respect the learning that occurs in the community and in the home, believing that this is an essential dimension of health education.

This statement is linked to the school's Spiritual, Moral, Social and Cultural Policy, Citizenship Statement, British Values Statement, Safeguarding and Child Protection Policy, Anti- Bullying Policy and Single Equality Plan.

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<sup>1</sup> Term 1: New beginnings, Term 2: Getting On and Falling Out, Term 3 Going for Goals, Term 4: Good to be me, Term 5: Relationships, Term 6: Changes