



Dorothy Barley Junior Academy Personal, Social, Health & Citizenship Education Policy

Other related policies, legislation and documentation:

Curriculum Policy
Learning and Teaching Policy
Marking, feedback and assessment policy
Anti- bullying policy
Behaviour Policy
Safeguarding & Child Protection Policy
SRE Policy

This policy was devised and adopted in January 2018

Last reviewed September 2019

1.0 Introduction

The provision of Personal, Social Health and Citizenship Education (PSHCE) ensures that the curriculum provides opportunities for all children to learn and achieve. We must prepare them for the opportunities, responsibilities and experiences of life.

PSHCE enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In this way we help develop their sense of worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.1 Rationale

At Dorothy Barley Junior Academy we are committed to:

- The education of our pupils in order to give them the necessary life skills to make decisions regarding their health and well-being.
- Providing opportunities and an environment for all pupils to learn and achieve in their spiritual, moral, social and cultural development
- The health and safety of our pupils, and will take action to safeguard their well being in school related activities.

We also recognise that it is the responsibility of all members of the school community to provide positive role models in all aspects relating to PSHCE.

1.2 Aims and Objectives

The aim of PSHCE at Dorothy Barley Junior Academy will be to help pupils to make responsible, well-formed decisions regarding behaviour both in the present and in the future.

This aim will be implemented by helping pupils:

- to develop confidence and responsibility and making the most of their abilities;
- to enable children to recognise their own worth;
- to prepare to play an active role as citizens;
- to give children the opportunity to work with others in both the school community and outside;
- to develop a healthier, safer lifestyle;
- to develop good relationships and respect the difference between people;
- to involve all members of the school community in decisions that effect the school;
- to promote self discipline and proper regard for authority;
- to explore and understand the feelings, attitudes and values of themselves and others;
- to demonstrate good behaviour and respect for others, in particular, preventing all forms of bullying (See Anti-Bullying Policy);
- to develop skills needed to establish healthy practices and maintain health;
- to apply the knowledge and skills in their everyday lives in ways that demonstrate an increasing awareness of their own health needs, a concern for the needs of others and a growing sense of responsibility for health within the community;
- to help children to understand the way in which society functions through the political and social institutions and how their lives, rights and responsibilities can be affected by them;
- to maintain Healthy Schools Status by developing strategies that help children to be emotionally and physically fit to learn.

2.0 Teaching and Learning

The PSHCE curriculum has been created around the social and emotional needs of our children.

Through carefully planned schemes of work the children are able to progress and develop as citizens.

The PSHCE provision is as follows:

- One class assembly and one phase assembly a week
- Teaching PSHCE through and in other subjects/curriculum areas
- A 2 hour theme lesson each half term
- Theme weeks including Health week, Aspirations Week and Anti- bullying week.
- Kindness Tent in the playground to promote children's self-esteem.

We teach PSHCE and citizenship to all children, regardless of their ability. In the education of promoting healthy lifestyle the curriculum aims to ensure that children attain their full potential regardless of gender, race, or cultural background in accordance with the whole school policy. The materials promoting a healthy school reflect for a multicultural society the uniqueness of each person. We recognise that children have different needs in their learning and therefore a variety of approaches will be used to ensure work is challenging and appropriate for all pupils.

3.0 Healthy Eating

We encourage healthy packed lunches. Crisps and Biscuits should be limited and other, healthier snacks encouraged. The initial catering service is responsible for providing a nourishing midday meal for pupils. Information regarding the contents of the meals is available for you to see is displayed on the website.

Dorothy Barley Junior Academy has been awarded Healthy Schools Status and we promote healthy lifestyle choices.

If the school is to meet the needs of pupils and expect re-enforcement at home and within the community, then the support of parents and community agencies will be essential.

Parents and those concerned with health and welfare in the community play an active role by:

- re-enforcing attitudes and practices developed in the school
- providing feedback about the effectiveness of PSHCE in our school
- sharing their special knowledge, expertise, skills or resources relevant to PSHCE.

This means teachers, teaching assistants and parents will work together to promote the well-being of all the pupils.

Obviously the home background of a child is an extremely strong influence in determining his or her lifestyle and health practices. Teachers cannot replace the influence or attempt to work in isolation from the social background of the pupils. Staff will endeavour to recognise the child's home and cultural background and see the health needs of the child within this context of home and community.

Some parts of the programme will, of their nature, touch on personal areas and teachers will strive to be sensitive to individuals with special problems and circumstances and will at all times respect the views of the parents.

4.0 The School Environment

Dorothy Barley Junior Academy enhances the personal and social development of the children. We want them to feel safe. Children can become involved in developing proposals for improving the school environment through class and school councils, and they are encouraged to write letters, raise money and make decisions about important issues that they feel strongly about. The children take responsibility for each other's happiness, safety and security by being buddies.

5.0 School Council

Dorothy Barley Junior Academy has a pro-active School Council. Representatives from each class have the responsibility of promoting pupil voice throughout the school. The school council holds regular meetings where issues relating to the development of the school are discussed. Along side the school council, regular class council meetings are held, feeding back to the rest of the school areas discussed and agreed at school council meetings.

6.0 Philosophy 4 Children (P4C)

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. They enable us to integrate each new experience into the schema that we are constructing of how things are. Better thinking will help us to learn more from our experience and to make better use of our intelligence. In the past children were largely considered to be 'clever' if they demonstrated the ability to commit to memory huge amounts of data and to recall that data on the appropriate occasion. The problem with learning 'facts' is that they become outdated, or new research requires modification of previously accepted 'knowledge'.

Even more importantly, in our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. Our P4C sessions enable our children to become thinkers who can not only receive information but can manipulate and judge information. As their confidence grows and skills develop they become less passive thinkers and more pro-active thinkers who are able to make sense of information and tackle more complex problem solving situations. In our P4C lessons we encourage empathy and different viewpoints, talk/debate based activities to help language acquisition as a tool for analysis, questioning techniques to encourage expression of opinion, mind mapping to make sense of the issue plus lateral thinking games. Our P4C lessons encourage our children to think for themselves and at the same time to encourage them to think with others. Our teachers will provide the stimulus for discussion and facilitate the enquiry. As skills develop the children not only state their own ideas but support them with reasons. They become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one's own views and respect for the views of others is an important part of these lessons.

7.0 Sexual and Relationships Education

Refer to our Sexual and Relationship Policy

8.0 Drug, alcohol and tobacco education.

We teach children about the dangers of tobacco, alcohol and drug misuse. We enable children to have the mind-set and confidence to say no to illegal substances and give them the tools to deal with peer pressure. During Health week, we discuss illegal substance abuse in more detail and children have the chance to explore why these substances are bad for our health. We enable pupils to feel empowered with the knowledge, self-confidence and skills to ask questions. We enable pupils to appreciate the benefits of a healthy lifestyle now and in the future. Children take part in lessons through their PSHCE curriculum and during Health week in the summer term.

9.0 Monitoring and Evaluation

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy yearly. The PSHCE leader will be responsible for completing a planning and book scrutiny every half term and giving constructive feedback to teachers. Teachers will display exemplary work in class PSHCE books.