



# **PSHCE**

**January  
2019**

**Date for Review: January  
2021**

Signed:

Ratified by Chair of Governors ..... Date .....

## **Brampton the Ellis Primary School – PSCHE Education Policy**

At Brampton the Ellis Primary, we believe that the nurturing and the development of the whole child is very important and that PSHCE plays a key role in this as it enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now and in the future. It does this by promoting the spiritual, moral, cultural, mental and physical development of all pupils.

### **Aims and Objectives**

PSCHE 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. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, citizenship and health education are to enable the children to:

- stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective and satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Detailed objectives are outlined in the schemes of work.

### **Curriculum**

At Brampton the Ellis Primary we base our planning on the Rotherham Healthy Schools PSHCE scheme of work. Year group teams work together to plan the overview and coverage of the curriculum for their year group, which is taught both as a discreet subject as well as being covered through other subjects and topics. All children are given the opportunity to develop their skills and knowledge and progression and challenge are increased as they move through school.

PSCHE is also developed through extra-curricular activities and opportunities, assemblies and other whole-school events.

## **Teaching and Learning Strategies**

When teaching any aspect of PSICHE, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSICHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. Activities and opportunities to reflect on, process and evaluate learning also need to be included. Staff are also aware that many personal and social skills can also be developed through other areas of the curriculum.

Examples of teaching and learning approaches in PSICHE include the use of circle time, role play and drama, brainstorm, pair and group work, carousel, use of fiction and 'draw & write' activities. These are explained in greater detail in Appendix 1.

## **Assessment**

Assessment is as important to PSHE & Citizenship as it is to learning in any other area, and is planned for based on the Rotherham Healthy Schools Assessment Tool for Key Stages 1 and 2. Self-assessment also has a core role in PSHE & Citizenship, particularly within those elements which relate to personal & social development. These are provided for throughout the planning and delivery of PSHE & Citizenship in order for pupils to be involved in reflecting about their own strengths, needs, learning and personal development.

Summative assessment (what has been learned) may be applied at the end of a unit of work or topic. Formative assessment (that used to inform future teaching and learning) takes place throughout PSICHE lessons as pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related.

## **Co-ordinator role**

The PSICHE Co-ordinator has a variety of roles including:

- leading the production of this policy and other curriculum documentation including the scheme of work;
- ensuring continuity & progression throughout school;
- supporting colleagues in the development of their plans and in the implementation of the scheme of work, in assessment and record keeping;
- monitoring progress and sampling work in PSICHE and advising the management team of the outcomes;
- taking responsibility for ordering and organising the central resources for PSICHE.

The PSICHE Co-ordinator is also responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSICHE,

giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. This role is held by the PSED Curriculum Team leader who conducts the evaluation of the subject annually, in line with the PSED action plan.

## **Appendix 1**

### **Examples of Teaching & Learning Strategies**

#### **i) Circle Time**

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self-esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where children can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the children to listen to each other and take turns. A few ideas for Circle Time activities, are explained here.

#### ***Rounds***

Usually the children will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: children know that they may only speak when holding the 'conch'. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...
- Something a good friend does is....
- My favourite colour/animal/place is.....

#### ***Games***

- Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self-esteem and social skills.

#### **(ii) *Role play and drama***

Role play is particularly significant in allowing children to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of children structured situations to explore, as well as with groups working around the classroom.

#### ***Puppets***

These may be used in a circle time environment, enabling the children to approach difficult subject areas. They are also a useful device for encouraging turn taking.

### ***Hot seating***

The main purpose of this technique is to enable children to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other children ask the character their feelings and reactions.

### ***Tunnel of Thoughts***

A child walks between two lines of children, having been assigned a particular dilemma or character. The walls of the tunnel (children facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of children one side of the dilemma to represent (eg 'Do it', 'Don't do it').

### **(iii) *Brainstorm***

Children can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the children's suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

### **(iv) *Pair and Group Work***

Sometime in PSHE and Citizenship sessions it may be useful to organise particular groupings of children (for instance single sex groups or interest groups). Methods for mixing children include distributing cut up postcards, or asking children to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving children the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

### **(v) *Carousel***

This is a method of encouraging children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The children are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

### **(vi) *Use of fiction***

Stories may be used in two main ways PSHE & Citizenship. Firstly, a story is able to provide common understanding of a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to give an opinion that they would feel uncomfortable verbalising independently.

(vii) ***'Draw and Write'***

This stems from the 'Health for Life' programme, and involves children in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess children's perceptions of the world of drugs, and is explained in Health for Life Book 2.

(vii) ***Circle of Feelings***

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Children are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

(ix) ***DVDs***

There are many DVDs available which are of good quality and useful in delivering PSHE & Citizenship. The principles of active learning still need to be applied: simply showing a video and holding a whole class discussion on its content will only enable certain types of learning to take place. Using it as a trigger or basis for Circle Time or drama activities increases its potential. The use of video cameras (eg for role-play sessions) and photographs (eg for examples of behaviour following ground rules) can also provide interesting opportunities for teaching and learning in PSHE.