



HURST GREEN

Church of England Primary School

**Personal, Social, Health,  
and Economic Education  
(PSHEe) and Citizenship  
Education**

*Policy Statement  
September 2015*

*Signed (Chair of Governors):*

*Signed (Head Teacher):*

*Date:*

## PSHE, SEAL and GoGivers

*'PSHEe helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Its aims are: to help pupils live healthily and safely and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood; to understand and manage responsibly a wider range of relationships as they mature; to show respect for the diversity of, and differences between, people; to develop their well-being and self-esteem; and, to enable them to take responsibility for their learning and future choice of courses and career. Responsible **citizenship** forms an important aspect of PSHEe, which comprises all aspects of schools' planned provision to promote their children's personal and social development, including health and wellbeing.'* (PSHEe advisory team)

### Our Aims

At Hurst Green we believe that by teaching PSHE through the SEAL and GoGivers schemes we are developing the self-awareness, positive self esteem and confidence to enable children to:

- stay as healthy as possible
- keep themselves and others safe
- develop social skills
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own and others' abilities
- manage their feelings
- develop their self awareness
- create an environment where good learning takes place

### Curriculum

At Hurst Green C of E Primary School we use the SEAL scheme of work and GoGivers from Foundation stage through to Year 6 as the basis of our curriculum. This provides even coverage and progression across all aspects of PSHE.

We adopt a whole school approach to implementing the PSHEe, SEAL and GoGivers, as we believe that the many aspects of school life influence the children's development in these areas. This policy is linked to the School's Spiritual, Moral, Social and Cultural; Behaviour; Child Protection, Sex and Relationships, Drug and Alcohol Awareness; Health and Safety; Early Years, Racial Equality, Disability and Gender Policies and the School's Mission Statement. It will reflect the ethos of the school.

### Provision

The whole school approach requires different forms of curriculum provision:

- discrete curriculum time
- teaching PSHEe, SEAL and GoGivers through and in other curriculum
- subjects
- PSHEe, SEAL and GoGivers activities and school events

## **PSHEe integrated into topic programmes and the curriculum.**

Where appropriate, elements of the scheme of work for PSHEe will be planned into the class topics for a given year. (See *curriculum maps*)

### **Teaching and Learning**

A range of strategies should be used. These include:

- active learning
- enquiry
- discussion and participation in SEAL and citizenship activities, e.g. collective worship, assemblies and visitors
- class and whole school themed topics, e.g. walk to school week, Eco/Allotment Day, Malawi, charitable fundraising
- providing resources that reflect diversity and are free from discrimination and stereotyping,
- using a range of teaching strategies that are based on the needs of the children,
- ensuring access to every activity where it is safe and reasonable to do so.

Pupils develop their knowledge, skills and understanding by working together on:

1. School projects, i.e. developing the school grounds and environments.
2. Making decisions, i.e. discussing the Behaviour/Discipline Policy and our expected codes of behaviour and school rules for all pupils within the school or in the outside community.
3. Taking responsibility and reflecting on their experiences, i.e. how to be proactive about protecting themselves and knowing where to get help if they are concerned about their welfare.
4. Sustainability and becoming an Eco School
5. Links with local, national and global communities e.g. Malawi

Opportunities will be provided for visitors to come into schools to share their expertise and skills and complement the work of the teacher. Visitors will include the school nurse and dentist, local policeman, fire service, the local vicar and religious organisations, voluntary organisations and charities including charities for the vulnerable /the disabled, Council Officers, people from different backgrounds and cultures, etc.

### **Parents**

The close relationship with parents and carers play a major part within the ethos of the school. This is particularly important in the development of PSHEe, SEAL and GoGivers, when considering the needs of individual children when planning the delivery of the curriculum, as this will influence the approach used by the teacher.

### **Equal Opportunities/SEN/Inclusion**

Pupils are given every opportunity to achieve their best. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities/vulnerable groups, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

### **Assessment, Recording and Reporting**

There are two broad areas for assessment:

Children's knowledge and understanding, e.g. information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy;

- how well children can use their knowledge and understanding in developing
- skills and attitudes, i.e. through participating in discussions, group tasks,
- managing conflict, making decisions and promoting positive relationships.

### **Resources**

Cross-curricular resources, such as DVDs, leaflets and photocopiable sheets.  
GoGivers website with PowerPoint and video clips.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's child protection and confidentiality policy is followed.

### **e-Safety**

Within the teaching of PSHE all staff should be aware of the school e-Safety policy and ensure that it is applied across their practice.

### **Review**

This policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier.

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.