



ORCHARD HOUSE
SCHOOL

PSHCEE Policy

September 2022

Orchard House School

POLICY FOR PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCEE)

I Aims and Objectives

Personal, Social, Health, Citizenship Economic Education (PSHCEE) helps to give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

The aims are to enable the children to:

- Learn about themselves as developing, growing and changing individuals with their own experiences and ideas.
- Be mature, independent, confident and responsible members of the school community.
- Understand what makes for good relationships with others, develop and maintain good relationships with other members of the school and the wider community.
- Understand and manage their emotions in a responsible manner.
- Develop their sense of social justice and moral responsibility, individually and as a group.
- Know and understand what constitutes a healthy and safe lifestyle.
- Identify issues that may impact their own lives and the lives of others.
- Understand that their own choices and behaviour can affect local, national and global issues.
- Take responsibility for the environment.
- Be positive and active members of a democratic society and the wider world, understanding that they have responsibilities and can control their finances, health, social relationships and well-being.
- Understand and help minimise the risks posed by adults or young people who use the internet and social media to bully, groom, abuse, or radicalise other people, especially children. To build resilience and reject harmful influences, including radicalisation, paying particular attention to the safe use of personal electronic equipment.
- Respect and encourage tolerance of individuals of all ages abilities regardless of gender, sexual orientation, race, religion or belief.

2 Teaching and Learning Style and Classroom Management

- 2.1 PSHCEE encompasses the school's whole ethos and, as such, permeates the whole curriculum. It is also taught as a discrete subject in KS1 and KS2. Personal, Social and Emotional Development (PSED) is taught as a discrete subject in the Foundation Stage.
- 2.2 A range of teaching and learning styles are used. Emphasis is placed on active learning by including the children in discussions, role-play, circle time, investigations and problem-solving activities.

- 2.3 Use is made of visits and visitors, e.g. Form 6 trip to the Houses of Parliament, Lower School visit from the local emergency services and residential experiences (all year groups in Upper School).
- 2.4 Assemblies support the delivery of PSHCEE through planned themes and are used to launch specific topics, for example, respect, caring and sharing. (Monday mornings for Upper School, Wednesday mornings for the Lower School and Friday afternoons when the whole school meets together), as does the House system and the School Council.
- 2.5 The children also take part in a range of practical activities that promote active citizenship in the school and wider community, such as charity events, the cycling proficiency test and carol singing at St Mary's Convent.
- 2.6 The Orchard House School values of honesty, respect, responsibility, equality, kindness, achievement, self-belief and collaboration were agreed through a democratic process involving the pupils where they were asked to choose the qualities that most reflect life at Orchard House School.

3 Staff and Accommodation

- 3.1 PSHCEE lessons are usually taught by the form teachers, although PSED may be taught by a support teacher in the Foundation Stage. Lessons are normally taught in the form rooms.
- 3.2 As PSHCEE encompasses the school's whole ethos and permeates the entire curriculum, all members of staff are responsible for the promotion of PSHCEE either as teachers or as role models.

4 PSHCEE and Curriculum Planning

- 4.1 PSHCEE is taught in the Foundation Stage as an integral part of our topic work. The guidelines for Personal, Social and Emotional Development (PSED) as set out in the Statutory Framework for the Early Years Foundation Stage (Effective September 2021).
- 4.2 In Key Stage 1 and Key Stage 2, the curriculum broadly follows the non-statutory QCA scheme of work guidelines.
- 4.3 Planning is carried out on a termly basis following the Jigsaw Programme. Individual teachers create medium-term planning to ensure excellent lessons are delivered.

Links with other policies

- 4.4 PSHCEE is also integral to our approach to SMSC (Spiritual, Moral, Social and Cultural policy). Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning. This approach encourages children to take responsibility for their actions and encourages them to consider the needs of others and themselves.

5 Time Allocation

- 5.1 PSHCEE is not confined to specific timetabled times. At Orchard House School, it is delivered within a whole school approach which includes:

- discrete curriculum time
 - teaching through and in other subjects/curriculum areas
 - activities and school events
 - pastoral care and guidance
- 5.2 Children in the Foundation Stage have a 30-minute PSED lesson each week, and children in KS1 have a 45- 60-minute PSHCEE lesson each week.
- 5.3 Children in KS2 have a 60-minute lesson weekly.

Resources

- 5.4 The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work that brings consistency and progression to our children’s learning in this vital curriculum area. This supports the “Personal Development” and “Behaviour and Attitude” aspects as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. At Orchard House School, we value PSHCEE as one way to support children’s development as human beings, enabling them to understand and respect who they are, empower them with a voice, and equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHCEE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHCEE, as our chosen teaching and learning programme and tailor it to your children’s needs.
- 5.5 Other PSHCEE resources such as books, pictures, posters and games are kept in individual classrooms. Classrooms have posters that reflect the work done to invigorate debate and develop an understanding of the notion of British Values. This includes how we use democracy in our school through the school council; how children learn to show mutual respect through appreciation of each others’ skills and talents, hard work and resilience; how we learn to be tolerant and respectful of others, regardless of the sexual orientation, beliefs, abilities and cultural background. In addition, they begin to gain an understanding of the rule of law and its importance in living in an open society where individual liberty is valued.
- 5.6 There are additional resources in the library, e.g. the ‘Problem Solvers’ series by Janine Amos, the ‘Help Me To Be Good’ series by Joy Berry and the ‘Values’ series by Brian Moses and Mike Gordon. There is also a wide number of fiction books which relate to PSHCEE. The PSHCEE coordinators maintain a selection of reference materials, and there is a PSHCEE library in Forms 1, 2 and 5 for teachers of all age groups to use that cover all the key topics. ICT is used wherever and whenever it is appropriate to enhance and support the teaching of PSHCEE.

6 Educational Visits, and Visitors

- 6.1 Educational visits and visitors are integral to PSHCEE at Orchard House School. We strive to incorporate visits off-site and invite visitors to talk to the children on a regular basis. Please refer to paragraph three of Teaching and Learning Style.

7 Cross-Curricular Links

- 7.1 PSHCEE pervades the whole curriculum. Most subjects in the curriculum have opportunities to make links with PSHCEE, for example, of aspects of Health Education delivered through Science, aspects of Personal Education and Citizenship delivered through R.E., and through General Knowledge/Current Affairs lessons in KS2.

8 ICT

- 8.1 ICT will be used in PSHCEE where appropriate, including amongst others the use of SmartBoard Software, Gogivers, photographs from websites, for research, etc. It is the responsibility of the PSHCEE coordinator, with assistance from the ICT coordinator, to ensure that ICT is used appropriately in this subject.

9 Assessment, Record Keeping and Marking

- 9.1 Teachers assess the children's work in PSHCEE by making informal judgements as they observe the children during lessons and by carrying out assessments of their folder in the Foundation Stage or book work and project-based evidence such as posters, pictures and worksheets in KS1 and KS2. Video and photographic evidence is used, particularly in the Foundation Stage for the Early Years Profiles. Events and activities such as trips, visits and productions are also photographed and videoed. Self-assessment and peer assessment play a central role. Setting personal targets is important, and the whole-school Assessment Policy guidelines are followed. Work is marked in line with the school's Marking Policy, and feedback is given to the children.
- 9.2 In addition, upper KS2 children, are being given the opportunity to contribute to whole-class discussions and reflect on their learning through the rollout of Google classrooms, a secure application that allows children to communicate via the school's network and collaborate on a range of topics.

10 Equal Opportunities

- 10.1 Priority will be given to ensure equality of access and quality of experience for all pupils irrespective of race, gender, disability, age or class.
- 10.2 Equal access to the curriculum for children with special educational needs can be achieved through differentiation:
- by task
 - by grouping
 - by intervention from either the class teacher or another adult

- a variety of resources

10.3 It is expected that appropriate differentiation is planned for more able children through enrichment and extension activities.

11 Health and Safety

11.1 As with other departments and areas of the school, PSHCEE follows the guidance in the whole school's Health and Safety policy.

12 Homework

12.1 There is no formal homework set for this subject.

13 Links with parents

13.1 The children receive one written PSHCEE report a year in the Lower and Upper Schools. Aspects of PSHCEE are commented upon in the form teachers' general comments in another written report. Parents are welcome to discuss their child's progress in PSHCEE in the twice-yearly parent/teacher meetings or at any other agreed times. Informal chats also take place very regularly.

13.2 Parents are actively involved in many events and activities throughout the year, e.g. assemblies, charity events, trips, talks and the Summer Fair. The Parents' Association plays an active and vital role in the life of Orchard House School.

14 Display

14.1 Children's work is displayed in classrooms, around the school and on outside notice boards. Posters, photographs and records of individual and group achievements, e.g. certificates and trophies, are displayed around the school. The virtual display boards show photos, videos and information of current events and activities.

15 Evaluation and Review

15.1 The PSHCEE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in PSHCEE. The leader is also responsible for supporting colleagues in the teaching of PSHCEE, for being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Appendix I: Whole-school approach to teaching PSHCEE

Whole-school approach

Jigsaw covers all areas of PSHCEE for the primary phase, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become, and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change