



Personal, Social, Health, Citizenship and Economic Education (PSHCEE) Guidelines

Ethos:

Personal, Social, Health, Citizenship, and Economic Education (PSHCEE) supports pupils' spiritual, moral, social, cultural, mental and physical development and prepares for the opportunities, responsibilities and experiences of life as set out in [Section 78 of the Education Act 2002](#). PSHCEE encourages pupils to become healthy, independent, responsible and active members of a democratic society and to play a positive role in contributing to the life of the school and the wider community. In so doing, they develop their sense of self-worth. We actively promote and embed fundamental British values, and challenge opinions and behaviours that are contrary. We teach how society is organised and governed and ensure that pupils experience the process of democracy in school through the school council. We teach about responsibilities and how to distinguish right from wrong and to respect civil and criminal law of England. Pupils learn to appreciate what it means to be a positive member of a diverse multicultural society, encouraging respect for other people, paying particular regard to the protected characteristics as set out in the [Equality Act 2010](#).

Aims:

For pupils to:

- develop self-knowledge, self-confidence and self-esteem, and make informed choices regarding personal and social issues
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the school, community and society
- show mutual respect and tolerance of those with different faiths and beliefs and harmony between different cultural traditions by appreciating and respecting their own and other cultures
- respect fundamental British values of democracy, the rule of the law and individual liberty
- understand what constitutes a healthy lifestyle and be aware of safety issues
- have an understanding of the value of money, how to budget, raise and spend money appropriately

Curriculum Overview:

PSHCEE is taught to all children, whatever their ability in order to provide a broad and balanced education. It is taught in a variety of ways: key skills are interwoven throughout all aspects of school life (particularly in EYFS), as an integral part of topic work and, as a separate subject. The curriculum in Year 6 helps prepare students for the transition to their next school. SRE and other specific topics are taught as discrete units, but deliberately introduce topics that are developed further as part of the Y7 curriculum at Bootham School. PSHCEE issues, relating to specific class matters, are addressed as and when they arise. Pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Emphasis is placed on active learning by including the children in discussions, role play, investigation and problem-solving activities. We respond to each child's different needs by providing appropriate learning opportunities which enable pupils to develop and make progress. For pupils with special educational needs we carefully consider teaching and learning styles, classroom organisation, resources and differentiation.

As there is a large overlap between the PSHCEE and RE, a considerable amount of the PSHCEE is taught through RE lessons.

LONG TERM PLAN FOR PSHCEE All Year Groups

Year	Term 1	Term 2	Term 3
<p>E.Y.F.S.</p> <p>P.S.E.D</p>	<p>All aspects throughout the year: Self-confidence and Self-awareness</p> <p style="text-align: center;">Managing feelings and behaviour</p> <p style="text-align: center;">Making relationships</p>		
Year 1	<p>All aspects throughout the year: Class Rules Rules at Home Keeping Safe Right and Wrong</p> <p>Cooperation and Sharing Understanding Emotions Feelings and Relationships</p>		
Year 2	<p>New beginnings- Understanding our feelings and the feelings of others.</p> <p>Residential-Working together, developing independence</p>	<p>Democracy: Voting Free Speech</p>	<p>Environmental Issues: Local Environment Recycling Food Miles</p>
Year 3	<p>Being with other people: Friends, Valuing friendships, Multicultural Understanding</p>	<p>Personal characteristics and developing positive attributes</p>	<p>Re. Residential: cooperation, teamwork, tolerance, respect</p>
Year 4	<p>Knowing me</p> <p>The value of Friendship</p> <p>Being with other people</p>	<p>Making Decisions and Choices</p> <p>Resolving Conflict</p> <p>Money and Charity</p>	<p>Different Lifestyles</p> <p>Environmental Issues</p>
Year 5	<p>New beginnings</p> <p>Working Together</p> <p>Cyber bullying</p> <p>Communities (linked to work on Mars)</p>	<p>Sex and Relationships Education - growing up</p> <p>Social justice - Fair trade (chocolate)</p> <p>Facing challenges (Marrick)</p>	<p>Understanding our own and other Communities</p> <p>Looking after our world</p>
Year 6	<p>Good to be Me / Going for Goals</p> <p>Say No to Bullying (including Cyber bullying)</p>	<p>Getting on / Falling out</p> <p>Sex and Relationships Education including Drugs / substances, alcohol and tobacco</p>	<p>Substances and Drugs (including alcohol and tobacco)</p> <p>Changes</p> <p>New Beginnings</p>

Links to Global Citizenship and SMSC (including British Values):

Children are encouraged to take part in a range of practical activities that promote active citizenship and social action e.g. charity fundraising, the planning of special events such as an assembly, or involvement in an activity to help less fortunate individuals or groups or people in the local community. Throughout the school, children have the opportunity to hear visiting speakers, such as police or representatives from different faiths, whom we visit or invite into the school, to talk about their role in creating a positive and supportive local community. Environmental issues are addressed by the Mini BEASTS group. Positions of responsibility within school are decided on a democratic basis. The School Council represents the voice of the children.

Marking, Assessing and Recording:

Verbal feedback is given and advice and ways of further enhancing skills is provided on an individual, group and class basis in response to active learning activities. Written comments identifying good aspects and possible areas for improvement may be relevant for other tasks. Teacher assessment is made on the basis of the quality of participation and on pieces of work in order to provide an indication of whether the child is working below, above or exceeding year group expectations. Individual tutorials take place each term where each child has the opportunity to talk with the class teacher. Information is given to parents in the Autumn and Spring Parents' Consultation Evenings and written on the annual report in the Summer Term. In addition, individual meetings may be set up with parents to address specific issues.

Homework:

Homework may be set, at the discretion of the class teacher, as one of the designated homework activities in preparation for a lesson or to follow up or consolidate classwork.

Resources:

Each class teacher has resources for PSHCEE and further resources may be purchased from the PSHCEE budget, in negotiation with the PSHCEE Coordinator. A selection of additional reference materials (including DVDs) is stored in the Deputy Head's office. Advice and support is available from the PSHCEE Coordinator.

PSHCEE Coordinator
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