



Personal, Social, Citizenship and Health Education (PSCHE) at Windmill Hill Academy 14/15

PSCHE encompasses all areas designed to promote children's social, moral, spiritual and cultural development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, to develop worthwhile relationships, respect differences, develop independence and responsibility, and to make the most of their own abilities as well as those of others. PSCHE links together, the SEAL and R-Time programmes of study.

PSCHE permeates all aspects of life at Windmill Hill Academy, and it is an integral part of the whole curriculum, being taught as a discrete subject as well as through cross curricular themes.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values.

Windmill Hill Academy provides opportunities for parents, the community and outside agencies to contribute to the social and moral development of its children, through their active involvement in the life and philosophy of the school.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

Foundation: Children develop a positive sense of themselves and others, forming positive relationships and developing respect for the world around them. They develop their social skills at a fundamental level, and learn how to manage their feelings. They learn how to work as a class and in small groups as well as independently, and identify/develop confidence in their own unique abilities. Children are also taught the importance of physical activity, and of how to make healthy choices in relation to food.

The skills outlined here are taught through a variety of stories, games, role play activities and circle times (structured class discussions), as well as through one-to-one discussion with the individual child, as necessary.

Key Stage One: Children are taught personal, social, citizenship and health awareness skills, under umbrella titles such as New Beginnings, Going for

Goals, Relationships and Changes – however they also take part in national focus days/weeks, for example Anti-Bullying Week. Such titles encompass and reflect the themes taken in Foundation Year, and build upon them to an appropriate level. Again, skills are taught through a variety of stories, games, role play activities and circle times, as well as through one-to-one discussion with the individual child, as necessary. An increasing ability to reflect on what is taught would be expected throughout Key Stage One and into Key Stage Two.

Key Stage Two: In this Key Stage, PSCHÉ develops the themes from Key Stage One, under similar titles, following a blend of the SEAL and R-Time schemes of work. There is an expectation that children should now be able to reflect on what is taught with a greater degree of maturity, and that their responses will be more complex in line with this. In Years Five and Six, Sex and Relationship Education also forms a strand of PSCHÉ, with the emphasis on growing, change and the development of healthy and responsible relationships. Parents are informed when this unit of work is to start and may choose to withdraw their child from these sessions if they deem it appropriate. In this instance, suitable work would be found instead.

Progression in PSCHÉ will be assessed through listening to children's responses and contributions to discussions, as well as by evaluating their written work. An age-related assessment will be given to parents/carers on end of year reports, and may be discussed as appropriate at parent/teacher meetings.

