Croft Church of England PSHCE Policy

Personal, Social, Health and Citizenship Education

1. Context, including national and local policy and legislation

The policy supports a whole school approach to PSHCE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

1.1 Statutory Status of Relationships Education and Health Education

This policy considers of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education curriculum.

1.2 Wider context

Our approach to teaching PSHCE supports our duties relating to Keeping Children Safe in Education Equality Act 2010, SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural development. It also supports us in meeting the standards set out by OFSTED in relation to Behaviour and Attitudes and Personal Development.

1.3 Our beliefs and PSHCE

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving the school's aims.

PSHCE helps children develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future.

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

1.4 Defining PSHCE

We will use Personal, Social, Health and Citizenship Education as an umbrella term for all aspects of practice and learning in our schools associated with wellbeing and health. Many aspects of our provision are statutory from September 2020. However, there are other areas which we consider important for our children e.g. road safety, economic wellbeing. These are not statutory but we will teach them in the context of our PSHCE and RSE curriculum.

1.5 Intent of our PSHCE Curriculum

- Enhance skills of communication, empathy and heathy relationships which underpin success in learning
- Develop resilience, self-esteem, self-efficacy and aspiration
- To offer accurate and relevant knowledge of support
- To explore relevance of knowledge when making decisions
- To offer opportunities to explore, clarify and challenge their own beliefs, attitudes and rights and responsibility
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Implementing policy

2.1 School Aims

The policy is set within the wider context of the school's aims and values which include the following:

- We promote a healthy, safe and caring environment for all children
- We provide a broad and balanced curriculum for all which recognizes their diverse backgrounds
- Self-esteem and emotional well-being are key to our curriculum
- We prepare the children to engage with the challenges of life confidently
- We provide sufficient information and support to enable to make safe choices.
- We provide, through an enriched curriculum, with opportunities to develop their skills so that they can manage their life effectively
- We help our children to respect themselves and others and move from childhood safely, through adolescence and into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognized, appreciated and celebrated.
- We work in partnership with parents and carers, and the wider community, to support the children in all aspects of their well-being.

2.2 Aims of our policy

Explain the central role of PSHCE plays in the school life

- Provides guidance to all members of staff
- Ensures the entire the school community understand the role of PSHCE
- Ensure a consistent approach and delivery
- Ensure all staff have the knowledge, understanding of the curriculum
- Promote partnership work

- Ensure we continue to develop a healthy school

2.3 **Implementing our curriculum**

Our program includes the following strands:

Family and relationships

Safety and changing bodies

Health and well being

Citizenship

Economic wellbeing

2.4 **Inclusion, Equality and Diversity**

We promote the needs and interests of all children, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning consider ability, age, readiness and cultural backgrounds of the children to ensure that all can access the curriculum.

In relation to those with special needs, we will review our programme to endure that appropriate provision is made. When working with child with additional needs we consider:

- Their level of vulnerability
- The need to develop assertiveness and their sense of self
- The need to involve all staff and carers in policy development, planning and training
- The need for a range of approaches
- Sources of support

In relation to ethnicity, religion, and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seeking to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our provision. We will achieve this by careful selection of materials to use.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our children to show a high regard for the needs of others. This is a vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

2.5 Confidentiality and Safeguarding

The delivery of high quality supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and fiction in a whole class situation.

Adults will ensure that children understand what adults may and may not keep confidential.

All staff and visitors are aware of who the DSL and DDSL are in school and our procedures for safeguarding.

3. Involving the Whole School Community

3.1 **Working with Staff**
Within the context of the School Improvement Plan, training will be given where appropriate. This will include staff meetings and meetings during school time where necessary. Whole staff training is used where there are development needs are for the whole staff. Individual training as required so that they can fulfil their roles fully.
Staff members are informed about the location and content of policies that apply to the school.
The Lead is entitled to receive training to fulfil their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and well-being. They also take responsibility for supporting the other members of staff in their work relating to PSHCE.

3.2 **Working with Governors**
We have a name link governor for PSHCE who works closely with and in support of the Lead. When aspects of PSHCE appear in the Whole School Improvement Plan, a governor will reflect, monitor and review the work as appropriate.
The governing body as a whole, plays an active role in monitoring, reviewing and developing the policy and its implementation within the school.

3.3 **Engaging with children**
If PSHCE is to be effective, we understand that it must meet the needs of pupils. WE recognize that if children are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to positive outcomes.
- We will involve children in the development of their PSHCE in appropriate ways

- We will involve children in the evaluation of their PSHCE in appropriate ways.
- We will engage children in areas of whole school development such as healthy lifestyles so that learning takes place in every area of the school
- We will utilize the school council and whole school assemblies to engage with children on areas of whole school development.
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3.4 Communicating with Parents/Carers

We recognise that parents and carers play a key role in supporting their child through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership through the following:

- Informing parents and carers by email, letter, Class Dojo, and school website of their forthcoming topics and the relevant content
- Informing parents and carers about aspect of the PSHCE curriculum through leaflets and newsletters
- Provide supportive information about developing protective factors with their child
- Including out of school learning and family's opportunities within our curriculum for PSHCE and encouraging children to share their learning at home
- Inviting parents and career to discuss their views and concern about PSHCE on an informal basis

Parents and carers can access the policy form the website and the main school office.

3.5 Working with External Agencies and the Wider Community

Where appropriate, we visit and use visitors from outside agencies and members in the community to support our curriculum. This is an enrichment of our programme and not a substitute for our core provision, which is based on the strong relationships between children and staff.

External trips and residential visits make a significant contribution to the personal development of the children in our care. When planning such trips, we use opportunities to promote children's learning in relevant areas of the curriculum.

Our partnership with the local community is a significant part of the school life, and we recognise and value its contribution. Many of our links with the community enables us to practice active citizenship.

We use a range of opportunities:

- Links with the church
- Charity raising
- School clubs
- Invitation lunches
- Citizenship visits
- Links with local services.

4.Curriculum Organisation

We teach PSHCE through:

We use primarily 'Cambridgeshire Scheme of work" and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We carefully evaluate teacher resources, leaflets, online resources and videos before using them. We use children's books, both fiction and non-fiction, extensively within our PSHE programme. Teachers will always read and assess the books before using them, to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

- Cambridgeshire Scheme of work

  - Every class has a weekly PSHCE slot on their timetable.

  - PSHCE is delivered through discrete timetabled lessons as well as through other curriculum subjects.

  - Teachers hold class meetings when required to discuss matters arising from school council.

  - School events/celebrations including off site visits.

  - We recognise that circle time is a useful tool for teaching and discussing PSHE and any specific issues that need addressing in daily classroom life

  Planning, Teaching and Learning

  - PSHCE is taught to all pupils

  - PSHCE is also delivered through other subjects.

  - It is delivered through discussion, drama, role play, group work, problem solving and assemblies.

- Visiting speakers contribute to the taught curriculum

PSHCE will enable pupils to acquire specific skills

- Through class rules, take responsibility for their actions

- Set their own goals for learning

- Elect school council members

- Take part in events that encourage the school to work together (fundraising, Christmas and class performances, whole school events).

Additional Pastoral arrangements

Our aim is to develop the abilities of all pupils. We recognise that some pupils may require additional support for emotional and social development (i.e. Social skills groups/ELSA/Fun time/Lunchtime Nurture Group)

Additional opportunities for PSED/PSHE

- Assemblies

- Class circle time

- School visits and visitors

- Whole school themed weeks

- School Council

- Celebration assemblies

- Class and year group assemblies

- Curriculum enrichment- i.e. fundraising

- Nurture/lunchtime groups

- After School Clubs

4.1 National Curriculum:
The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for PSHCE, drawing on good practice.' PSHE promotes pupils' personal, social, health and emotional development. PSHE is central to the educational entitlement of all children at Croft Church of England Primary School. It is an integral part of all aspects of school life. We believe that PSHCE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Pupils will develop an understanding of the rights and responsibilities of being a good citizen. We recognise it plays an important role in school life. All pupils have equal access to the PSHCE curriculum.

Key themes

Our program includes the following strands:

Family and relationships

Safety and changing bodies

Health and well being

Citizenship

Economic wellbeing

Aims
Health and Well Being

- To develop a healthy lifestyle

- To provide an environment where pupils thrive emotionally

- To explore ways to keep themselves and others safe

- To encourage self-awareness and positive self-esteem of all pupils

- To manage their feelings

- To develop their self-awareness

- To create an environment where good learning takes place

Relationships

- To promote good relationships and respect differences between people
- To develop and respect equality and celebrate each other's differences. Living in a Wider World
- To develop the confidence to make the most of their ability

- To prepare pupils to play an active role as citizens

- To develop positive learning behaviours

  - To make a positive contribution to school life

  - To make informed choices

  - To enable pupils take part in a wide range of activities/experiences across the curriculum and contribute to the daily life of school

  - To learn to respect, understand and celebrate diversity and difference

  - To gain an understanding of the Equality Act 2010 and what it means to live in a diverse society.

1.5 Healthy Schools

We are committed to developing a healthy school climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school.
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of signposting support services for children
- Staff wellbeing and their continued CPD
- Assessing, recording, monitoring and celebrating outcomes.

4.2 Curriculum Materials and Resources
We primarily use the Cambridge Primary Personal Development Programmed. This is supplemented by a wealth of other resources from a variety of sources.
We avoid a resource led approach and focus on the needs of the children and our planned learning objectives. We use children's literature extensively to deliver our curriculum.

4.3 Assessment, Recording, Reporting
We assess learning in PSHCE in line with the approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children and negotiate the success criteria at the start of topics. Teachers draw on their observations of children's learning and children's self-assessment to arrive at their overall assessments and progress.
We record work in books alongside photos and discussion notes.
Teacher assessment is used to provide an overview of the child's leaning within a unit of work, and to assess whether the child is working at the expected level or at greater depth.

We report to parents and carers at the end of the academic year.

5. **Monitoring the Impact**

5.1 The process for Development and Review

This policy is drawn up alongside staff, parents, governors and members of the wider community.

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to the curriculum delivery
- A flexible approach that responds to the child's needs. Children are receiving an entitlement curriculum for PSHCE in line with statutory guidelines.
- Opportunities for cross-curricular approaches where possible.
- The impact of staff training is elevated.
- Policy and practice are reviewed regularly and involves staff, governors and where appropriate, children.
- Opportunities for parents and carers are provided
- The PSHCE Leader is responsible for overseeing and reviewing this policy.
- This policy will be reviewed every 3 years.

Review

This policy was reviewed and adopted in April 2021 It will be reviewed at least 3 yearly in line with the school's policy review schedule.

PHSE Subject Leader: _____

Signed: Date:_____

Appendix 1 – 3 year rolling programme

PSHCE Year 1

Term	Topic	What area this covers	Year group
Autumn 1	Beginning and Belonging	Prevent agenda- When, where and how to get help (safety circles / networks of support). Social development Cultural development	Whole School
Autumn 2	Friendship/Anti-Bullying Diversity	Social, moral, cultural and spiritual development. Prevent agenda- Self-esteem, resilience, determination, confidence. managing emotions, Mutual respect and understanding Diversity of national, regional, religious and ethnic identities in the UK. British Values- Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society	Whole School
Spring 1	Rights, Rules and Responsibilities	British Values- Democracy, government, rules / laws, responsibilities, debates. Understanding values. Critical thinking	Whole School
Spring 2	Environmental Issues	Social and moral development	Whole School
Summer 1	Personal Safety	Social and moral development British Values- Recognising and managing risk Making safer choices.	Y3, 4, 5
	My Emotions	Resisting pressures. Pressure from others that threatens their safety and wellbeing. British Values- Self-esteem, resilience, confidence, managing	Y6

		emotions Social and spiritual development	
Summer 2	Healthy Schools Managing Change	Social, moral and spiritual development	Whole School Whole School

PSHE Year 2

Term	Topic	What area this covers	Year group
Autumn 1	Beginning and Belonging	Prevent agenda- When, where and how to get help (safety circles / networks of support). Social development Cultural development	Whole School
Autumn 2	Financial Capability	British Values- Charitable organisations Moral development	Whole School
Spring 1	Friendship/Anti-Bullying Diversity	Social, moral, cultural and spiritual development. Prevent agenda- Self-esteem, resilience, determination, confidence. managing emotions, Mutual respect and understanding Diversity of national, regional, religious and ethnic identities in the UK. British Values- Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society	Whole School
Spring 2	British Values	Respect for others, tolerance and harmony Self-knowledge and self-esteem and responsibility for behaviour Self-knowledge and self-confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution Democracy, government, rules / laws, responsibilities, debates.	Whole School

		Understanding values. Critical thinking	
Summer 1	Personal Safety My Emotions	Social and moral development British Values- Recognising and managing risk Making safer choices. Resisting pressures. Pressure from others that threatens their safety and wellbeing. British Values- Self-esteem, resilience, confidence, managing emotions Social and spiritual development	Y3, 4, 5 Y6
Summer 2	Healthy Schools Managing Change	Social, moral and spiritual development	Whole School Whole School

PSHE Year 3 2016-2017

Term	Topic	What area this covers	Year group
Autumn 1	Beginning and Belonging	Prevent agenda- When, where and how to get help (safety circles / networks of support). Social development Cultural development	Whole school
Autumn 2	Friendship/Anti-Bullying Diversity	Social, moral, cultural and spiritual development. Prevent agenda- Self-esteem, resilience, determination, confidence. managing emotions,	Whole School

		Mutual respect and understanding Diversity of national, regional, religious and ethnic identities in the UK. British Values- Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society	
Spring 2	Body Image	Prevent agenda- Resilience, determination, confidence. Self-esteem and managing emotions British Values- Self-knowledge and self-esteem and responsibility for behaviour. Social, moral, spiritual and cultural development.	Whole School
Summer 1	Personal Safety My Emotions	Social and moral development British Values- Recognising and managing risk Making safer choices. Resisting pressures. Pressure from others that threatens their safety and wellbeing. British Values- Self-esteem, resilience, confidence, managing emotions Social and spiritual development	Y3, 4, 5 Y6
Summer 2	Healthy Schools Managing Change	Social, moral and spiritual development	Whole School Whole School

Appendix 2 – Interactive teaching methods

Agony aunt/uncle/problem pages
Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary problem or letter. Groups may wish to share their solutions.

Buzz group
Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, and then return to the large group to discuss ideas.

Carousel
Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Circle time / Circle discussion
Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that…), stem sentences (what I'm looking forward to most about becoming an adult is…), optional rounds (thumbs up if you'd like to say something about…) and open forum discussion.

Consequences
Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

Continuum
An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

Corridor of conscience/conscience alley
Class line up in two lines as a 'corridor' through which an individual walks down. Each pupil in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma, hot seat a book/film character etc.

Data search
Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

Debate - active

Pupils have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side; these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree. Consider use of online blogs, votes /& discussion forums.

Debate - formal

A motion is decided on for discussion. Two opposing views are then presented to the pupils with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion. Consider use of online blogs, votes /& discussion forums.

Diamond 9

Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. 'The qualities of a good friend'. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Pupils can also be given the opportunity to suggest their own statements for cards.

Discussion

In pairs, small groups, larger groups. Consider use of online blogs, votes /& discussion forums Drama / Role play/simulations Can be facilitated by theatre in education groups.

Draw and write

Pupils are asked to draw and/or write in response to a specific question, (e.g. in the box draw yourself showing how your body will change when you reach puberty. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards see 'Health for life' Nelson

Thornes envoys

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Film /TV

For example, films or TV soaps with substance misuse storylines supported by follow-up discussion, hot-seating of characters.

Fishbowl

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Graffiti boards
Pupils are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a 'wall' to which they all contribute. Consider use of online blogs, votes /& discussion forums.

Interactive ICT
Educational software can be used. Pupils can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

Literature
Pupils' literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.

Matching
This activity requires cards to be made up which can then be matched together by the pupils. For example, cards with the names of body parts may be matched to body functions.

Media analysis
For example, consider gender issues reported in newspapers, how different types of family groupings are portrayed in TV soaps. Consider use of range of video resources including those on www.thinkuknow.co.uk

Mind maps
Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Peer Education
Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

Puppets
A distancing technique to use with younger pupils

Ask-it Baskets
Pupils write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The teacher/nurse may choose to answer the questions in the next lesson/session having had time to consider appropriate responses. Consider use of online blogs, votes /& discussion forums

Question display
What questions do we want to find the answers to? Display the questions and refer to them as the questions are answered. Pupils to decide: How can we find out the

information? How can we display the results? Consider use of online blogs, surveys, votes /& discussion forums.

Questionnaires / Quizzes
Can be done individually, in pairs or small groups. Can be teacher/nurse led or researched and written by pupils for peers. Consider use of online blogs, surveys, votes /& discussion forums.

Role play
Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, freeze-frame and explore different consequences and decisions. They can also 'spotlight' certain characters and question them in role.

Rounds
Everyone is given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Sides
Similar to the Continuum, except there is no middle ground.

Snowballing
Everyone works alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

Syndicates
A type of role play where pupils formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

Tour
Groups of pupils prepare visual material in the form of posters to display on the wall. They then tour the displays and discuss the materials.

Triad
A pupil engages in an activity with another individual while a third observes, maybe writes notes, and gives feedback. Roles can then be changed.

Word storm / Thought shower
Individuals offer spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

(From PSHE CPD Leads Handbook, March 2009)