



Policy for PSHE and Citizenship



Thorpe Acre Infant School

June 2024

Policy for PSHE and Citizenship

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Section 1

Context

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

1.1 Statutory Status of Relationships Education and Health Education

This policy takes account 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.

1.2 Wider Context

Our approach to the teaching of PSHCE supports our duties relating to the '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'.

1.2.2 Duty to Promote Wellbeing

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

1.2.3 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;
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

We recognise that PSHCE makes an essential contribution to the requirements of the National Curriculum.

1.2.4 Every Child Matters

We continue to subscribe to, and review our practice under the five 'Every Child Matters' outcomes - namely: Be Happy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Wellbeing.

1.2.5 Healthy Schools

We are committed to providing 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 and SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of support services for children
- Staff continuing professional development (CPD), health and wellbeing

- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording and monitoring impact and outcomes.

1.3 Our shared beliefs about PSHCE

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

Our PSHCE curriculum helps children develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers and members of society. It is embedded within the wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

1.4 Defining PSHCE

'PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.' (National Curriculum 2000)

We will use 'Personal, Social, Health and **Social** Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum, supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from September 2020, as part of Relationships and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

1.5 Intent of our PSHCE curriculum

Our aims for PSHCE are, to:

- ✓ enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- ✓ support the development of resilience, self-esteem, self-efficacy and aspiration within school and the wider community
- ✓ offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- ✓ explore the relevance of knowledge for personal situations and decision making
- ✓ offer opportunities to explore and clarify, their own and others' values, attitudes, beliefs, rights and responsibilities
- ✓ offer the skills and strategies children need in order to live healthy, safe, fulfilling, responsible and balanced lives

Section 2

Implementing Policy

2.1 School Aims and Values

This PSHCE policy is set within the wider context of the school's overall aims and values, which include the following:

At Thorpe Acre Infant School...

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all of our pupils, which recognises and values their diverse backgrounds and needs
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to engage confidently with the challenges of the next stage of their lives confidently
- We provide sufficient information and support to enable our pupils to make safe choices
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values, encouraging respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

2.2 Aims of the our PSHCE policy

The aim of our PSHE and Citizenship policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance
- provide guidance for members of staff in all roles about their responsibilities in relation to PSHCE
- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHCE
- ensure that children receive an entitlement curriculum with progression and a high-quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- ensure the continuing development as a healthy school
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality methodology and approaches to teaching and learning in PSHCE
- support the PSHCE coordinator in monitoring, reviewing and developing practice.

2.3 Related policies

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying, RSE, Drug Education, Healthy Eating and Physical Activity.

It is also linked to and is delivered in the context of the following policies: Behaviour, Safeguarding and Child Protection, Spiritual, Moral, Social and Cultural development, SEN/Inclusion, Equality and Diversity, Health and Safety, Emotional Wellbeing, Staff Health and Wellbeing, Use of Visits/Visitors, Confidentiality, Loss and Change, ICT/Computing (including E-Safety), Science.

2.4 Implementing our PSHE Curriculum

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-Bullying, Family and Friends and Managing Change.

Health and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability

2.5 Inclusion/Equality and Diversity

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

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

- their level of vulnerability;
- their 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 to teaching and learning to ensure they are genuinely inclusive;
- sources of support for pupils.

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, seek 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 PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

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 students to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

2.6 Confidentiality and Safeguarding

The delivery of high quality PSHCE 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 and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

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

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant policies.

Section 3

Involving the Whole School Community

3.1 Working with Staff

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHCE and well-being are relevant to members of staff in all roles, and ensure training and support is accessible for all staff.

The coordinator is entitled to receive training in 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 wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.

3.2 Working with Pupils

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age
- We will seek opportunities to discuss children's views about the content of their PSHCE lessons within our planned themes
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings
- We will utilise whole school assemblies to engage with children on key areas of whole school development

3.3 Working with Governors

The governing body as a whole, plays an active role in monitoring, reviewing and developing the PSHCE policy and its implementation in school.

3.4 Working with Parents and Carers

We recognise the key role that parents and carers fulfil in supporting their children 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 by:

- informing parents and carers about aspects of the PSHCE curriculum through leaflets/newsletters e.g. road safety tips, healthy eating tips, leaflets to inform parents what to expect when we are teaching the My Body unit in RSE
- providing supportive information on issues identified by parents as a need for their child
- encouraging children to share at home their learning about all aspects of PSHCE
- gathering parents'/carers' views on the PSHCE policy and taking these into account when it has been reviewed
- providing supportive information about parent'/carers' role in PSHCE and how they can develop protective factors with their children

Parents and carers will be given access to this policy on request. It is also available on the school website.

3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between pupils and teachers.

When visitors are used to support the PSHCE/PD programme, the school's policy on 'Use of Visitors' is followed for a planning process which supports us in working in partnership with visitors.

We believe that external trips and residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the local church
- charity fundraising (eg Children in Need, Jeans for Genes day etc)
- invitation performances
- links with local services (Visits from the Police, Fire service programme)

Section 4

Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching... will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons'.
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of both Key Stages within our school, including:

- Designated timetabled lessons in PSHE
- Subjects across the curriculum e.g. Science, English, RE etc
- Enrichment activities, e.g. Anti-bullying week, Healthy food campaigns
- Visitors, e.g. Fire service, Police visitor, charity visitors
- Residential and day visits
- Assemblies on our school's values
- Small group interventions, e.g. Nature groups, Play therapy sessions, Social skills groups

We recognise that PSHE is best taught by adults who know our children well. PSHE will be primarily taught by the class teacher or led by the class-based LSA, supported by other members of staff where appropriate.

4.1 Teaching Methodologies

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHE curriculum. The focus is on interactive learning, and approaches include: Circle time, whole class discussions, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experiences.

Staff new to teaching PSHE will be supported to build their knowledge of different methodologies and strategies.

Ground rules

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

Answering questions

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults or pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the

possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding (DSL), in line with school policy and procedures.

4.2 Curriculum Materials and Resources

We use primarily the 'Cambridgeshire Primary Personal Development Programme' and the resources recommended within it when planning and delivering PSHCE. We also use the 'Roots to Resilience' programme. We will avoid a 'resource-led' approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets and videos, before using them.

When PSHCE related resources are being used within other subject areas, the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations

We use children's books, both fiction and non-fiction, extensively within our PSHCE/PD programme. The same selection criteria apply, and adults 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 children in the class when reading texts. The key texts we use are listed within our PSHCE/PD programme.

4.3 Assessment, recording and reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children. Teachers and LSAs draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We use the assessment tools provided in the Cambridgeshire Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth.

Section 5

Monitoring the Impact

5.1 The process for development and review

This policy has been drawn up in consultation with all teaching staff, other school staff, parents and carers, young people and governors.

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

- a co-ordinated and consistent approach to curriculum delivery
- a flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research or observation) is in place
- children are receiving an entitlement curriculum for PSHCE in line with statutory guidance
- there are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice are revised regularly and involves staff, governors and, where appropriate, children
- opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our PSHCE, for example through parent/carers booklets/working groups
- our website reflects our provision in PSHCE

The member of staff responsible for over-seeing and reviewing the policy is: **Mrs B. Taylor**

Date of policy: **September 2022**

Review of policy: **September 2023**