



Petersfield Church of England Aided Primary School

Policy for PSHE and Citizenship

Version	2020 update of 2019 policy
Policy Type	FGB
Discussed by staff	Sept 2020
Approved by the Headteachers	Sept 2020
Adopted by Standards	Nov 2021
Next Review	2021

God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

Contents

1. Aims	1
2. Statutory requirements	2
3. Content and delivery	2
4. Roles and responsibilities	5
5. Monitoring arrangements	6
6. Links with other policies.....	6

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to provide pupils with:

- a. *accurate and relevant knowledge*
- b. *opportunities to turn that knowledge into personal understanding*

- c. *opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- d. *the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.'*

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- This policy supports a whole school approach to PSHE (Personal, Social, Health Education) and Citizenship (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.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

Our PSHE curriculum map gives more details about what we teach in each year/Key Stage.

Our PSHE programme makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in our school, and also to their personal development, behaviour and welfare. The recent Ofsted report into PSHE in schools highlights the link between effective PSHE and overall findings in Ofsted reports.

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 Emotional Wellbeing, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles – including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safety Contexts (including Road Safety).

Citizenship – including Diversity and Communities, Rights, Rules and Responsibilities and Working Together

Economic Wellbeing – including Financial Capability.

3.2 How we teach it

Inclusion/Equality and Diversity

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

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

- their level of vulnerability
- their need to develop self-esteem and positive body image
- 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.

In order to ensure the PSHE curriculum meets the needs of all:

- We encourage respect and discourage abuse and exploitation.
- We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE and Citizenship are important vehicles for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

We support children in developing their knowledge about and attitudes towards diversity throughout the Personal Development Programme. This is addressed specifically in units including 'Diversity and Communities', 'Family and Friends', and 'Beginning and Belonging'.

Curriculum Organisation

Children receive their entitlement for learning in PSHCE through a spiral curriculum which demonstrates progression. This PSHE/PD programme is delivered through a variety of opportunities, including:

- designated PSHE time
- subjects across the curriculum, e.g. science, English, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, health week, safety day
- visitors,
- residential and day visits,
- assemblies
- small group work, e.g. social skills groups.

Methodology

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, 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 experience. Further guidance on these and other approaches is provided in the Teaching Guidance documents within the Primary Personal Development Programme.

Ground Rules

PSHCE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together develop and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE, 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 PSHCE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. 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. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, 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 and child protection, in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as RSE and Drug education can be found in the specific policies for those areas.

Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. We will avoid a 'resource-led' approach to delivering PSHE, 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 PSHE related resources are being used within other subject areas (for example books about the human body in science), the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children's books, both fiction and non-fiction, extensively within our PSHE/PD programme. The same selection criteria apply, and 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 children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance. The key texts we use are listed within our PSHE/PD programme.

Confidentiality

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

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 school policies.

Assessment, recording and reporting

We assess children's learning in PSHE 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, and we negotiate their success criteria with them. Teachers 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 Primary Personal Development Programme. Summaries of assessment information are used to assess children's learning against the 'End of Key Stage' statements, in line with national guidance.

We report to parents/carers at the end of the school year on children's learning and progress within PSHE.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 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 Inset is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate.

The subject leader is entitled to receive training in his/her role and responsibilities. This supports him/her 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. He/she also takes responsibility for supporting other members of staff in their work relating to PSHE, which may include ensuring appropriate training opportunities.

4.4 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 by letter/ by email/on the website of forthcoming PSHE topics and their learning content
- inviting parents/carers to learn more about resources and activities used in PSHE at planned events, such as curriculum evenings
- Parents and carers will be given access to this policy on request.

4.5 Use of visits and visitors

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

- links with the church (e.g. harvest festival)
- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- invitation lunches (e.g. parents' days)
- links with local services (e.g. visits from the Police Community Support Officer)
- community use of school premises (e.g. brownies).

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE co-ordinator and Headteacher.

This policy will be reviewed every 3 years or sooner if needed. At every review, the policy will be approved by the governing body and the Headteacher.

6. Links with other policies

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying, RSE, Drug Education, Food and Physical Activity. These policies include more detailed explanation of implementation of these themes in the context of the following policies:

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, Health and Safety, Use of Visits/Visitors, ICT/Computing (including E-safety), Science.