



PSHCE Policy

Shirland Primary School

September 2024

Last Reviewed	September 2024
Written By	Jessica Dolman
Reviewed By	Chair of Governors
Next Review Date	September 2026

PSHCE Curriculum Policy

Overview

Personal, Social, Health and Citizenship Education (PSHCE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

PSHCE enable students to understand and respect our common humanity; its diversity and its differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding is a key element of PSHCE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

PSHCE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

PSHCE doesn't just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum, in which pupils contribute to their school life and community, are a key part of PSHCE.

Intent

We value PSHCE as an important part of the children's entitlement to a broad and balanced curriculum. Our aim is to positively contribute to the personal development of the children by equipping pupils with attributes, skills and knowledge they need to support physical, mental and emotional wellbeing in school and beyond. We encourage all of our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we develop their character; building their resilience, confidence, independence and sense of self-worth, as well as prepare our children for their life in Modern Britain; developing their understanding of the community and world in which we live. Our PSHCE curriculum is central to giving the children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. We aim to deliver a high quality PSHCE curriculum which should engage, inspire and challenge pupils and equip them with the confidence and knowledge to inform decision making; enabling them to understand risk and make safe, informed decisions. We recognise the central importance of PSHCE in supporting children and young people's mental health and wellbeing, academic achievement and future success and we aim to transfer our appreciation of the power of PSHCE onto our children.

Implementation

The teaching of PSHCE at Shirland Primary School is based upon the EYFS curriculum, the National Curriculum and our PSHCE Scheme of work- an off-the-shelf curricular which the school has purchased called 'PSHE Matters Derbyshire'. To ensure a clear structure for the teaching of PSHCE across school a progression of skills is in place. This ensures that children are given the opportunity to revisit and review previous learning, whilst systematically building upon these existing skills to move their learning forward, thus preparing them for the next stage in their learning and development.

The progression of skills has been carefully created to ensure it complements, and does not duplicate, content covered in national curriculum subjects such as science, computing, RE and PE. In Reception, children are taught PSHCE as part of their topic-based curriculum. Our PSHCE scheme of work includes suggested content related to Early Learning Goals across a range of areas of learning. Milestones from 'Development Matters' and the 'Characteristics of Effective Learning' are also referenced within each module. Each of the 12 modules include a range of activities, it is up to the teacher to decide what is covered. This non-prescriptive approach allows schools to develop a relevant curriculum based on pupils' and community needs. Throughout the whole early years setting, PSHCE is continuously reinforced throughout continuous provision opportunities and an enabling environment. Objectives from the EYFS development matters framework have been incorporated into the progression of skills for PSHCE.

For the rest of the school, the PSHCE scheme of work is constructed into 12 modules that could be taught in any order over a two-year period to allow flexibility and allow adaptation and development where appropriate based on the pupils' and community needs. The proposed coverage of PSHCE in our school can be noted within yearly overviews and long-term plans.

KS1 and KS2 2-year Cycle

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Cycle A 2024-2025	Being Healthy	Relationships	Exploring Emotions	Difference and Diversity	Bullying Matters	RSE Week/ Changes
Cycle B 2025-2026	Being Me	Being Responsible	Drug Education	Money Matters	Being Safe	RSE week/Growing Up

Each module starts with different learning opportunities, these are taken from the 'PSHCE Association Programme of Study 2017' statements which are based on the three core themes:

- Health and Well-being
- Relationships
- Living in the Wider World.

The modules also ensure the coverage of Citizenship requirements and as a school we regularly encourage children to take part in a range of practical activities that promote citizenship, for example, charity fundraising and planning special school events such as assemblies or fairs.

Throughout the curriculum, opportunities and learning experiences are provided to demonstrate essential skills and attributes that they can then apply to all areas of the curriculum, for example active listening, self-confidence, reflection and awareness, team work and negotiation as well managing risks and decision making.

Assessment for learning opportunities are present throughout lessons allowing self-evaluation and reflective learning and each unit of work provides ideas for baseline and summative assessment. At Shirland, we also recognise that PSHCE doesn't have to be taught within a 'PSHCE lesson' and that the magic of PSHCE also allows it to be taught and applied through daily practices such as assemblies, school clubs, school events as well as break times and across other curriculum subjects. Pupils are also given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, internet safety day, community projects and fund-raising activities.

Furthermore, we also provide the children with the opportunity to hear visiting speakers, such as health workers, police, and representatives from our local church. We invite these members of society into school to talk about their role in creating a positive and supportive local community.

SEND (Special Educational Needs and/or Disability)

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice, there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Impact

Within PSHCE, we strive to instil an appreciation and enjoyment of PSHCE to enrich the children's learning experience and to help prepare pupils for life and work by developing 'skills for life.' Children are enabled to develop their vocabulary and confidence needed to clearly

articulate their thoughts and feelings openly, trust and respect, apply skills learnt to manage and recognise own wellbeing needs and know how and when they can seek the support of others.

We measure the impact of our curriculum in the following ways;

- pupil voice discussions about their work and what they have learnt;
- learning walks- by subject leader;
- class floor books- practical and class work will be evidenced in a big book. This will remind children of what they have covered, be a focal point of discussion, provide assessment opportunities and support the concept of a 'life journey';
- 'book looks' – by the subject leader in order to monitor the content of teaching and quality of work;
- termly planning to evidence delivery and sequencing of lessons.
- Children in the EYFS are formally assessed against Development Matters, within PSED termly. At the end of EYFS pupils are assessed against the ELGs (Early Learning Goals).
- Teaching staff in KS1 and KS2 assess children's ability within PSHCE modules termly based on PSHE Matters Derbyshire scheme of work.
- Formative feedback throughout lessons to help pupils identify how to improve.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.

Equality in both PSHCE and RSE

Within PSHCE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;

- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children.

A Safe Learning Environment

In order for PSHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

For more information about the way in which we teach Relationship and Sex Education, please see our RSE policy which can be found on the school's website.