



## PSHE&C

### *Believe, Achieve, Celebrate*

Review November 2024

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, it is felt that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

(see also Drug Education Policy, Health Safety and Wellbeing Policy, Child Protection Policy, Healthy Eating Policy, Sex and Relationships Policy, Anti-Bullying Policy, Behaviour Policy, Equal Opportunities Policy)

## **1 Statement of Intent**

- 1.1 Personal, Social and Health Education (PSHE) and Citizenship will help give the children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens, promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

To develop a diverse, respectful, equal and tolerant ethos within the school

## **2 Aims and objectives**

- 2.1 We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the academy and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the School Ambassadors, Eco warriors and Friend Champions. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that child 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Ensure that the well being of the child across the school is prioritised and there is a co-ordinated approach to mental health and wellbeing interventions.

- 2.2 Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle.
- to be aware of safety issues.
- to understand what makes for good relationships with others.
- to have respect for others.
- to be thoughtful and responsible members of their community and their academy.
- to become active members of our democratic society.
- to develop self-confidence and self-esteem.
- to make informed choices regarding personal and social issues.
- to develop good relationships with other members of the community.
- to develop financial capability and economic well-being.
- to know who they are and how they fit into the wider world.

### **3 IMPLEMENTATION**

#### **Teaching and learning style**

- 3.1 We use a range of teaching and learning styles. For teaching strategies to be varied and mindful of the different learning styles to meet the PSHE and citizenship requirements of the National Curriculum.
- We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g., charity fundraising, the planning of special academy events (such as an assembly or family/community event), older children taking on the responsibility of play leaders or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We invite speakers into the academy, such as health workers, police, business people and local religious representatives to talk about their role in creating a positive and supportive community.

#### **4 PSHE and citizenship curriculum planning**

- 4.1 We teach PSHE and citizenship in a variety of ways. Foundation to Year 6 follow a PSHE scheme called `Jigsaw` (The mindful approach to PSHE) This is taught as a standalone lesson in every class. Sometimes PSHE and citizenship topics are taught through other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. How to keep healthy is covered in some science lessons. Also, there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship.
- 4.2 We also develop PSHE, citizenship and SMSC (spiritual, moral, social & cultural) through various activities and whole-academy events. Year 6 organise and present a charity event. Our Primary leadership Team, which has representatives from each class, meet regularly to discuss school matters. We offer a 3-day residential visit in Year 6 and a school sleepover in Year 3, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work. Year 6 pupils visit the "Warning Zone", where they learn about aspects of safety and citizenship in the community.
- 4.3 We should be aware that there is an element of PSHE and citizenship in every lesson that is taught. This is manifested in the atmosphere within the class, the development of social skills and the opportunities for the children to express their views and opinions. It should be a part of the ongoing planning for the personal development of both the class and individual children. It is important to recognize that often opportunities to further personal development cannot be planned and must therefore be dealt with as they arise in a positive way that extends the personal development of the children.
- 4.4 British Values – we have a strong emphasis on the British values of respect, tolerance, individual liberty, democracy and rule of law. We celebrate difference and utilise the protected characteristics within our curriculum, texts, assemblies and visual representations. Our staff have a restorative approach to resolving conflict and our school culture embeds British values with high expectations on personal interactions, personal responsibility and wider contribution.
- 4.5 Equality and diversity- we teach the equality act through the 'No Outsiders' approach. We use picture books which incorporate all elements of the equality act to ensure we are teaching it in an

age-appropriate yet thorough way. The books and planning that we use can we found on the website.

## **5 The Foundation Stage**

- 5.1 We teach PSHE and citizenship in Foundation Stage classes as an integral part of our topic work. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

## **6 PSHE and citizenship and ICT**

- 6.1 ICT contributes to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Agreed Usage Policy for all staff, pupils and parents to sign, agreeing to use the internet responsibly. Through the teaching and discussion of safety and other issues the children develop an awareness of keeping safe whilst using electronic communication and social media.

## **7 PSHE and citizenship and inclusion**

- 7.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through Academy Action and Academy Action Plus will lead to the creation of a Pupil Progress Form and if a child has a statement an Education Health Care Plan (EHCP) formally an IEP. When teaching PSHE and citizenship, teachers consider the targets set for the children in their EHCP or PPF some of which targets may be directly related to PSHE and citizenship targets.
- 7.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the school and their class.

## **IMPACT**

### **8 Assessment for learning, Recording and Reporting**

- 8.1 Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group.
- 8.3 Children will also be asked to self and peer assess.
- 8.4 Parents will be given information about their child's personal and social development at parents' evening.

### **9 Resources**

- 9.1 Many resources for the teaching of PSHE are found on the teacher area of the academy computers, including film and video clip information. Any additional resources can be found in the library and all classes have the relevant literature to accompany the PSHE scheme.

## **10 Monitoring and review**

- 10.1 The coordination of the teaching in PSHE is the responsibility of the PSHE subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
  - gives the principle an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
  - uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the academy.
- 10.2 The quality of teaching and learning in PSHE is monitored and evaluated by the principle as part of the academy's agreed cycle of lesson observations.
- 10.3 This policy will be reviewed at least every two years.

## **11 Staff Development**

- 11.1 All teachers within the academy will teach PSHE and citizenship to their own class.
- 11.2 Staff will be given every opportunity to attend training courses to develop their knowledge and skills for successful teaching of all aspects of the PSHE and Citizenship curriculum. It will be the responsibility of the subject coordinator within the academy to identify the training needs of staff. Teaching assistants and dining supervisors will also be trained where appropriate.

Updated by Jade Hubbard

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