



## Policy on PSHCE

(See also Behaviour and Discipline, Drugs, Food, Health, Safety and Welfare, Sex and Relationship Education)

### 1 Aims and objectives

1.1 We believe that every child has the right to an education in PSHCE, which enables children to become healthier (both physically and emotionally), more independent and more responsible members of society. We believe that wellbeing is of central importance to learning and attainment, with high levels of wellbeing being associated with improved academic outcomes, so from a young age we strive to teach our pupils to identify, describe, talk about and begin to find ways to regulate their feelings and emotions. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, 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 council and ECO projects. We teach children about their rights and about their responsibilities and reinforce this by using a conflict-resolution approach to dealing with disputes in school. Children learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHCE helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') - 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

1.2 Our objectives in the teaching of PSHCE are for all of our children:

- Be emotionally and mentally happy and healthy
- to know and understand what is meant by a healthy lifestyle
- to be aware of safety issues
- to understand what make good relationships with others
- to have respect for others
- to be thoughtful and responsible members of their school and the wider community
- to become active members of our democratic society
- to develop self-confidence and self-esteem
- To be resilient and able to 'bounce-back' in the face of adversity and challenge
- to make informed choices regarding personal and social issues
- to develop good relationships with other members of the community

## **2 Teaching and learning style**

- 2.1 We use a range of teaching and learning styles to meet the PSHCE non-statutory 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 school events (such as an assembly or fair), 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 using restorative conversations. All of our teaching staff are skilled at supporting pupils to carry out restorative conversations and reach agreed consequences for actions. We offer children the opportunity to hear visiting speakers, such as health workers, nurses, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **3 PSHCE curriculum planning**

- 3.1 We have devised a PSHCE programme of study that meets the needs of our children. We teach PSHCE for an hour per week, with objectives taken from our School's programme of Study. We also engage in weekly Zones of Regulation lessons, which are focused on developing skills in self-regulation. However, there are other occasions where we introduce PSHCE topics through teaching in 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 green spaces.
- 3.2 We also develop PSHCE through various activities and whole-school events, e.g. the school council representatives from each year group meet regularly to discuss school matters. Where possible, we offer a residential visit in Key Stage 2 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive teamwork. Our 'whole-school approaches to PSHCE' can be found on our PSHE programme of study and our SMSC long-term plan.

## **4. Academic Resilience**

- 4.1. We recognise that our pupils will face a number of challenges and hurdles in their lifetime and we want our PSHCE provision to equip our pupils with the skills of resilience and 'bounce-back-ability'. We have created a whole-school provision offer for all children to help support the development of resilience. At the start of every academic year, we also assess pupils against a number of 'risk factors' to determine which of our pupils are 'high risk' and potentially more vulnerable than the rest of the cohort. These pupils are then given an individual resilience framework, which details extra provision and intervention that these pupils must have in order to nurture and accelerate the development of their resilience skills.

## **5. The Foundation Stage**

- 5.1 We teach PSHCE in Reception class as an integral part of our topic work. We relate the PSHCE aspects of the children's work to the 'intent' set out in our Long Term EYFS plan. Our teaching in PSHCE matches the aim of developing a child's personal,

emotional and social development as set out in the new EYFS Statutory Framework 2021.

## **6.PSHCE and ICT**

6.1 ICT makes a contribution to the teaching of PSHCE 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. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT (E-safety) and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

## **7.PSHCE inclusion**

- 7.1 We teach PSHCE to all children, regardless of their ability, race, gender, ethnic background or special educational need. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention will lead to the creation of individual support plans. When teaching PSHCE, teachers take into account the targets set for the children in their Support Plans, some of which targets may be directly related to PSHCE 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 class or the wider community.

## **8.Recording evidence of learning**

- 8.1 Our teachers assess the children's work in PSHCE 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 for lesson and tracking them on a whole-class record. Teachers also track pupil progress towards achieving key skills in the subject. We have devised a list of key skills that we want our children to develop in PSHCE by the end of Key Stage 2. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 8.2 The assessments that we make of pupil achievement are positive and used to inform subsequent lessons. After each PSHCE lesson we evaluate the progress made and any issues that have/could be addressed.
- 8.3 We record evidence of learning in each session in Class Scrap books. These records could be photographs, drawings, or children's captions and writing to name a few.

## **9 INSET Provision**

All staff will be encouraged to:

- Develop and update their skills, knowledge and understanding of PSHCE

- Identify their PSHCE INSET needs and take advantage of training opportunities both school and centre based
- They will then relate their experiences to other staff members

## **10. Resources**

10.1 We keep resources for PSHCE in our classrooms. We have additional resources in the shared resource space. Our PSHCE coordinator holds a selection of reference materials for teaching sensitive issues.

## **11 Monitoring and review**

11.1 This policy will be reviewed at least every two years. All staff will be consulted about this review. Any subsequent amendments will be endorsed by the Head Teacher and the school's governing body.

11.2 The PSHCE co-ordinator will monitor the medium term planning produced by each class to ensure that it follows our planned Programme of Study and that lesson content and activities are developmentally appropriate for the children.

11.3 The PSHCE co-ordinator will carry out planning and scrap-book scrutinies, alongside members of the school council, to ensure that quality-first teaching is taking place and that work produced is of a high standard.

11.2 The School's Programme of Study will be evaluated at the end of each academic year by the whole staff in a staff meeting. Successes and next steps will be identified and the programme will be adapted in line with points raised for the following academic year.

**Signed: C. Sim**

**Date: February 2019**

June 2021