



PSHCE POLICY

<i>Review Programme</i>	
Policy adopted:	Spring 2022
Date for next review:	Spring 2024
Signed – Headteacher:	

PSHCE Policy

1. Introduction

At Sketchley Hill Primary School, we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do.

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

Through our curriculum, our school environment and our ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain healthy relationships based on respect for themselves and others.

We at Sketchley Hill Primary School, acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health, Citizenship and Economic (PSHCE) education provision.

PSHCE is a non-statutory subject. The New National Curriculum outlines the expectation that all schools should teach PSHCE as good practice. It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health Education is also statutory in all schools.

Please read Sketchley Hill Primary School's separate 'Relationship Education' policy to see how we approach this within our school.

2. What Personal, Social, Health, Citizenship and Economic (PSHCE) education is:

Our PSHCE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHCE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful

combination of a planned thematic PSHCE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3. How PSHCE education is provided and who is responsible for this:

At Sketchley Hill Primary School we use SCARF, a comprehensive scheme of work for PSHCE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Our PSHCE subject lead, Rachel Hillier, works in conjunction with teaching staff in each year group and the Senior Leadership Team, and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHCE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHCE subject lead in the first instance to discuss their training needs. Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHCE lesson or be cross-curricular. The lesson plans

list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHCE lead often discuss this on an informal basis. We have chosen SCARF as our PSHCE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

The PSHCE Leader has the following responsibilities:

- To review the PSHCE policy every two years
- To ensure that resources are relevant and appropriate to the needs of the children
- To continually evaluate the PSHCE policy and scheme
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHCE

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHCE policy is in place and is made available to parents and carers
- To ensure that the PSHCE policy and curriculum are in line with the non-statutory guidance in the National Curriculum 2014
- To ensure that the policy and programme reflect a whole school approach

Teachers have the following responsibilities

- To ensure that they, or anyone working in their classroom delivering PSHCE, is doing so in line with the school's PSHCE policy and other relevant school policies
- To contribute to the evaluation of the programme
- Assess children's progress in PSHCE
- Communicating with parents and carers when appropriate or necessary

Working with Parents and Carers

- We recognise that parents and carers are key partners in our delivery of a comprehensive PSHCE programme for pupils in school. The PSHCE we deliver is designed to support the important role that parents and carers have within our school.

4. What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage curriculum, PSHCE is part of the children's PSED (Personal, Social and Emotional Development). This area of learning is about making connections and is strongly linked to child-led activities, including play. It is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily

opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y5 and 6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. You will be invited to view these resources and have a right to withdraw from non-statutory sex education. Please see the RSE policy for further information.

5. How PSHCE education is taught:

PSHCE lessons are taught by their class teacher once a week or fortnightly in their timetabled PSHCE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Teachers will answer children's questions factually and

honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing emotional difficulties and life changes, via our Emotional Literacy Support Assistants.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further development.

6. Assessment

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using a 'Sketchley Hill Question' and a success criteria which the children discuss each lesson. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

The monitoring of the standards of children's work and of the quality of PSHCE education is the responsibility of the PSHCE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHCE education and being informed about current developments in the subject.

An assessment relating to PSHCE will be included in the annual report to parents and carers on pupils' progress. Children are sent to a member of Senior Leadership Team to share outstanding pieces of work and to receive a reward.

7. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy should make a request to the school office.

Should further information about PSHCE education be required, please contact the PSHCE education lead Rachel Hillier.

8. Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.