



Curriculum Policy

PSHCE EDUCATION (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION)



Written by: Tracy Heaton

Effective from: September 2022

Date of review: September 2024

Subject Coordinator 22/23:

Tracy Heaton

PSHCE Policy

What is our vision?

Our PSHCE education programme aims to equip all our pupils with accurate, unbiased knowledge about relationships, communities in local and global context. It should give pupils the opportunity to acquire life skills that will help them become a positive member of a global community. Our curriculum is age appropriate, progressive and inclusive to all.

Curriculum Aims:

The aims of PSHCE are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Early Years Educational Programme:


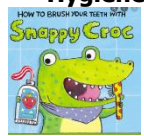




Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

How do we achieve this?

- By using our clear and comprehensive scheme of work in line with the National Curriculum. The school curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. The Scheme of work also includes opportunities to link British Values, SMSC, DLLRT and School's Key skills into the curriculum.
- All subjects make a link to PSHCE, BV, SMSC & DLLRT and the language is used consistently by all staff.
- Whole school, Key Stage and class assemblies always make a link to PSHCE, British Values and SMSC.

- We deliver the PSHCE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils.
- We expect teachers to use our PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- We believe that the purpose of PSHCE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: i.e., drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle

Scheme of Work:

| MBPS SCHEME OF WORK FOR PSHE, CITIZENSHIP AND SEAL HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: CYCLE A | | | | | | |
|--|--|--|---|---|---|---|
| | WE'RE ALL STARS! | BE FRIENDLY, BE WISE | LIVING LONG, LIVING STRONG | DARING TO BE DIFFERENT | DEAR DIARY | JOINING IN AND JOINING UP |
| EYFS | School rules Making relationships Favourite Songs Feelings Similarities and Differences Kind Hands School Values Friendship | Autumn Walk. Police visit Birthdays Mutual respect School Values Kindness and Respect Hygiene- Oral Hygiene Information to parents healthy lunch boxes. Link to access advice on dental health for parents https://www.elfh.org.uk/programmes/childrens-oralhealth/ Show good tooth brushing technique demonstrations in class to children and talk about brushing twice a day as part of daily routine. | School Values Responsibility Diversity  | Teamwork/Right wrong (stealing) Healthy Me. School Values Determination Hygiene- Oral Hygiene   | Talent show What do I want to be when I grow up? Video for parents. Dreams and Goals. School Values Trust Diversity  | Changing me. Transition into Year 1. Memories and best bits of Reception. Hygiene- Oral Hygiene   |
| YEAR 1 | 1. Devising a class charter 2. Getting to know each other 3. Problem-solving | 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety | 1. SRE: keeping clean 2. SRE: growing and changing 3. SRE: families and care | 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed | 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and | 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things |

| | | | | | | |
|--------|---|---|--|--|---|---|
| | 4. Looking after each other 5. Happy playtimes 6. Making choices | | 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal | 6. Standing up for myself | jealous Thoughts, feelings and behaviour 4. Dealing with worries 5. Supporting each other 6. Knowing where to go for help | 5. Developing responsibility - 6. looking after animals Who else looks after animals? |
| YEAR 3 | 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions | 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety | 1. SRE: differences: male and female 2. SRE: personal space 3. SRE: family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals | 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself | 1. Taking responsibility 2. Making wise choices 3. Managing uncomfortable feelings - loss 4. Dealing with worries 5. Supporting each other 6. Knowing where to go for help | 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising |
| YEAR 5 | 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models | 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid + | 1. SRE: talking about puberty 2. SRE: male and female changes 3. SRE: puberty and hygiene 4. The concept of well-being 5. Being an effective learner 6. Role models | 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying | 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other | 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising |

**MBPS SCHEME OF WORK FOR PSHE, CITIZENSHIP AND SEAL
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: CYCLE B**

| | IT'S OUR WORLD | SAY NO! | MONEY MATTERS | WHO LIKES CHOCOLATE? | PEOPLE AROUND US | GROWING UP |
|--------|--|--|--|--|---|--|
| YEAR 2 | <ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around the school 5. Recycling 6. Pollution | <ol style="list-style-type: none"> 1. Drugs Ed: medicines 2. Drugs Ed: household substances 3. Drugs Ed: the dangers of smoking 4. Drugs Ed: the dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying | <ol style="list-style-type: none"> 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal | <ol style="list-style-type: none"> 1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 3. How much chocolate do we eat? 4. Where does chocolate come from? 5. Fair trade principles 6. The real cost of chocolate | <ol style="list-style-type: none"> 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices - leaving home 6. People and places around the world | <ol style="list-style-type: none"> 1. SRE: differences: boys and girls 2. SRE: differences: male and female 3. SRE: naming the body parts 4. Being unique 5. Making change happen 6. Changing our behaviour |
| YEAR 4 | <ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding rules and laws 3. Saving energy (1) 4. Saving energy (2) 5. Climate change (1) 6. Climate change (2) | <ol style="list-style-type: none"> 1. Drugs Ed: risk taking 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: effects and risks of smoking 4. Drugs Ed: effects and risks of drinking alcohol 5. Keeping safe in my local area: say no to gangs 6. Anti-bullying | <ol style="list-style-type: none"> 1. Keeping track of my money 2. Paying for goods 3. Family expenses 4. Planning and budgeting 5. Charity work 6. Fund-raising for charity | <ol style="list-style-type: none"> 1. What is fair trade? 2. Consumer power 3. The media and information 4. Advertising 5. Recognising and challenging 6. Stereotypes | <ol style="list-style-type: none"> 1. Similarities and differences 2. How we are all connected 3. Living and working cooperatively 4. Recognising and challenging prejudice 5. Gender stereotypes 6. Contributing to society – jobs people do | <ol style="list-style-type: none"> 1. SRE: growing and changing 2. SRE: body changes and reproduction 3. SRE: what is puberty? 4. Wishes, hopes and dreams 5. Positive change 6. Unwelcome change |
| YEAR 6 | <ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change (1) 5. Climate change (2) 6. Sustainability issues | <ol style="list-style-type: none"> 1. Drugs Ed: risk taking and dealing with pressure 2. Drugs Ed: legal and illegal drugs 3. Drugs Ed: say no to smoking 4. Drugs Ed: attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying | <ol style="list-style-type: none"> 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty | <ol style="list-style-type: none"> 1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news | <ol style="list-style-type: none"> 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Ending friendships 6. Forgiveness | <ol style="list-style-type: none"> 1. SRE: puberty and reproduction 2. SRE: relationships and reproduction 3. SRE: conception and pregnancy 4. SRE: being a parent 5. Common responses to change 6. Transition and moving on |

Resources:

All resources are linked per lesson in the PSHCE SOW, Website access to the programme of study via the PSHE Association, The shared PSHCE resource area for staff.

The PSHCE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience with the help of The PSHE Association & other registered agencies.

Assessment – How do we assess skills and understanding?

Early Years

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'.

The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

PSHE is assessed using the PSHE assessment tool for teachers from our scheme of work. This judgement is reached through work assessed, by the teacher delivering the lesson, during lessons through discussion, in workbooks when marking pupil work against the lesson objective. We then create summative appropriate grade twice a year as B2, B1, E1 and A1. Assessment grades for

each pupil is fed back to the class teacher at the end of each half term to inform reports. The following criteria should be used when assessing children:

B2 – Child has a specific SEND which prevents them from meeting the objectives.

B1 – The child has not met/retained the year group objectives.

E1 – The child has met/retained the objectives.

A1 – The child has met the objectives with a large degree of independence. They demonstrate an articulate use of effective communication, a sense of understanding for their own personal feelings and know how to implement good coping strategies. They will also display a great sense of empathy towards the feelings and situations of others.

Health and Safety

In PSHCE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

PSHCE includes sensitive subjects e.g. mothers day, fathers day, crime & punishment, racism, gender identity etc. which some pupils may find upsetting or uncomfortable. The teacher taking these lessons needs to plan accordingly to take into consideration the needs of these pupils so that they are fully supported and included.

Inclusion and Safeguarding Considerations

Pupils' confidentiality is respected in all PSHCE lessons and pupils are made aware of the fact that what they say in these lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools ***Confidentiality Policy*** for further details.

The school has designated members of staff who are responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform one of these persons and record any evidence that supports their concerns via the school concern procedure. ***(Please see safeguarding policy)***

The **Keeping Children Safe in Education statutory guidance** has informed this policy.

As part of PSHCE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

External staff & agencies are occasionally used to deliver aspects of PSHCE Education but as their availability cannot be relied upon, the PSHCE Education programme is taught with no assumption of support from external speakers.

Other Points/Considerations:

Language

During all PSHCE Education lessons, the correct terms for all body parts and functions will be used.

Informing parents/carers and parents right to withdraw their child

Before each year group embarks upon its explicit Relationships Education programme, parents are informed by letter of their right to withdraw their child from the specific Y6 Conception & pregnancy Relationships Education lessons. They will be given an overview of the other topics the child will be covering. Parents are also reminded that they can have a copy of the school's PSHCE Education Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's PSHCE Education.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from the specific Y6 Conception & pregnancy PSHCE Education lessons to work in another classroom while their class's PSHCE Education is being delivered.

The approach to potentially controversial and sensitive issues.

All staff are aware that everyone has views on PSHCE Education related issues. However, while it is respected that everyone has the right to their own viewpoint, all PSHCE Education issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Dealing with questions

The following policy was decided on for dealing with questions during PSHCE Education lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will, sometimes, be provided when some PSHCE lessons are being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any PSHCE lesson, only questions that relate directly to the PSHCE lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the PSHCE Education programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be implemented.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching PSHCE then provision will be made for another teacher that is known to the children to deliver the PSHCE lesson. This would usually be accommodated by the teacher from the parallel class taking the PSHCE. The school feels that this course of action is justified as the member of staff that is uncomfortable with PSHCE education is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Training opportunities, where available, are offered to all staff.

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the PSHCE Education policy and are aware of its content through discussion of the final draft. Parents are invited to view the policy and a copy is always available for parents via the school office. Parents/carers will be kept informed of any developments or opportunities in PSHCE Education.

Mixed and single gender groups.

Most of PSHCE Education is delivered in mixed gender groups. However, during lessons on puberty, in Relationship lessons, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single gender groups where they might feel more comfortable doing so.

Monitoring and Review:

The PSHCE Lead - **Mrs Tracy Heaton** will be responsible for reacting to the responses of the whole school community to the PSHCE Education policy and programme.

An annual audit of the subject takes place and an action plan formed from the audit is reviewed termly.