

Great Bardfield Primary School



PSHCE Policy (Personal, Social, Health and Citizenship Education)

‘PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage life’s challenges and make the most of life’s opportunities’.

(PSHE Association)

“Evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils’.

(Personal, social, health and economic (PSHE) education: a review of impact and effective practice March 2015)

Date of re - issue: 2020

Review date due: 2023

Intent

At Great Bardfield Primary School, our Personal, Social, Health and Citizenship Education (PSHCE) curriculum* aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives. We believe that a well-delivered PSHCE curriculum has a positive impact on both academic and non-academic outcomes for pupils, particularly those most vulnerable and disadvantaged. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach children about their rights and their responsibilities and how to keep safe both in the real world and online. Through our PSHCE delivery, our pupils learn to celebrate difference and appreciate what it means to be a positive member of a diverse and multi-cultural society.

Through our PSHCE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and the lives of others.

We believe that PSHCE education should:

- take a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike;
- include lessons which are interactive, participative and engaging; pupils' views should be sought and older children can be involved in the development of curriculum programmes;
- have lessons with clear objectives, taught by someone who is trained and comfortable in their role;
- be inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity;
- start early and take a developmental approach; relevant to pupils' depending on their age and maturity;
- ensure coherence, teamwork - including involvement from other agencies (where appropriate), parents, governors and members of the wider community;
- have support from the head teacher and senior management team, which reflects a respect for PSHCE education and PSHCE coordinators within their school;
- an element of evaluation and monitoring of both pupil and teachers' perceptions of what leads to increased knowledge and engagement and, where possible, attempt to assess longer term outcomes.

Implementation

In our school, PSHCE is delivered through a combination of discrete teaching sessions and enrichment activities such as assemblies, visitors, special days, celebrations and events as well as

through our key skills (respect, resilience, reflectiveness, resourcefulness and responsibility) and school values.

PSHCE teaching starts in the Foundation Stage and builds upon the children's existing knowledge, understanding, skills, language, experience, concerns and interests. Where appropriate, we seek to make cross-curricular links to make the learning meaningful to the children.

Our taught PSHCE Curriculum is implemented within the context of three core themes*:

- Health and wellbeing
- Relationships
- Living in the wider world (including economic wellbeing and aspects of careers education).

Other opportunities for PSHCE:

- Through our active School Council we ensure that our children experience the process of democracy and we teach them about their rights and responsibilities.
- We hold weekly 'Fish Philosophy' Assemblies in which the children give 'fish' to each other in recognition of the support they have given each other throughout the week.
- Throughout the year we encourage the children to take part in a range of activities that promote elements of PSHCE, e.g. charity fundraising (Red Nose Day, Children in Need, etc.), preparing Smile boxes, harvest collections, community lunches, Sports Days, educational visits and residential trips, school markets and fetes and special assemblies
- We offer children the opportunity to hear visiting speakers, such as the school nurse and other health workers, police, representatives from the local whom we invite into the school to talk about their role in creating a positive and supportive local community.

Inclusion

PSHCE is taught to all children, regardless of their ability. We provide learning opportunities matched to the individual requirements of our children with special educational needs and take into account the targets set for the children in their One Page Profiles and One Planning.

Assessment and recording

If appropriate, a marking grid is used to assess the learning that has taken place. The nature of the subject means that sometimes this is not suitable and there may not be any written work from a session. Other evidence may be gained through discussion with the children, photographs and video. Assessing the impact of our curriculum is carried out by:

- Regular pupil reflections and discussions with children
- The use of 'before' and 'after' evaluations for each block of learning to pinpoint starting points, attainment and next steps. These can take the form of quizzes, mind maps or set tasks.
- Regular reflection on standards achieved against the planned outcomes;
- The annual tracking of standards across the curriculum
- Evaluating attendance data
- Regular discussions with staff, looking at behaviour logs

Impact

We measure the impact of our curriculum by considering to what extent our children:

- are able to talk about and demonstrate our five key skills (5Rs)
- are able to talk about, remember and utilise what they have learnt in PSHCE

- demonstrate a healthy outlook towards school – attendance will be at least inline with national and behaviour will be good
- meet age related expectations across the wider curriculum in addition to the core subjects
- recognise and understand the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty (KS2)
- develop positive and healthy relationships with their peers
- understand the physical aspects involved in RSE at an age appropriate level

Monitoring and review

The PSHCE leader is responsible for setting up and organising the programme of study as well as monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader will also be responsible for giving the head teacher an annual action plan, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Ofsted will also report on PSHCE in the school.

** Our PSHCE curriculum covers the 'Relationships, Sex and Health Education' aspect of PSHCE education which is compulsory in all primary schools from September 2020.*

Other relevant documents:

- RSE Policy
- PSHCE Progression Document
- PSHCE (Including RSHE) Curriculum Map
- SEND Policy
- Health & Safety Policy
- Marking and feedback policy
- Homework policy
- Early Years Foundation Stage policy
- Assessment policy