



For every child to meet their potential
and 'live life in all its fullness.'
John 10:10.

Hindsford CE Primary School

Name of policy: Personal, Social, Health and Economic (PSHE) and Citizenship Education (***this policy should be read alongside the Sex and Relationships Policy***)

September 2020

Statement of Intent

Intent:

Hindsford CE Primary School is committed to ensuring that its pupils have access to a PSHE & Citizenship curriculum which addresses the key social issues of the local area; enables children to learn about themselves as they are developing/growing and becoming responsible individuals and members of a community; develops understanding of how children should keep themselves safe and healthy and guides them to understand the impact of behaviours on themselves and others. It is also committed, in consultation with parents, to teach a Sex education programme of study which goes beyond the statutory aspects of the Science curriculum (see Sex and Relationships Policy). The aims of the curriculum are wide ranging: to ensure that all pupils have access to a rich programme of study which builds on prior knowledge to develop their skills and understanding; to provide education about the social issues which are prevalent in their locality; to equip children with the skills to become 'good citizens'; to enable children to know how to stay safe and healthy; to ensure children have a basic financial literacy; to ensure that pupils have access to Sex and Relationships Education; to ensure that children recognise what a healthy relationship is; and to ensure that children understand the things which impact on their mental health and know how to remain in positive mental health. It is our intent that children will have regular access to a complete Relationships and Health Education programme of study which meets the full requirements of the Statutory Programme of Study from September 2020 (see separate Sex and Relationships Policy).

Implementation:

Roles and Responsibilities

The PSHE&C Curriculum Leader is Miss Rebecca Dempsey

The curriculum leader plays an important role in the planning, delivery and assessment of an effective PSHE&C curriculum. For effective leadership and management of this curriculum area staff must be aware of:

- The programmes of study for PSHE&C
- The statutory guidance for the teaching of Relationships Education and Health Education
- The coverage across the academic year and the previous year
- The timetabling requirement for PSHE&C on a weekly basis
- The wealth of resources which are available to deliver this effectively
- The ever-changing local and national prevailing issues affecting children

Early Years Foundation Stage: In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand of the curriculum.

Within the EYFS, PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The

children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities. Regular timetabled PSHE sessions/circle times are carried out to teach explicit PSED skills and links across all areas, for example technology are used to support the development of knowledge and skills in readiness for Key Stage 1.

Key Stage 1 and 2: At Hindsford CE Primary School, staff follow the Programme of Study from the PSHE Association. From this programme of study, staff deliver PSHE Education in 3 core themes: Relationships (Families and Friendships, Safe Relationships, and Respecting Ourselves and Others), Health and Well-being (Physical Health and Mental Wellbeing, Keeping Safe, and Growing and Changing) and Living in The Wider World (Belonging to a Community, Media Literacy and Digital Resilience, and Money and Work). Depending upon the issues being faced by children at the time of long-term planning, these units may be split up so that each element is taught once across a term, or 2 of the elements are taught across the term. *For the Autumn term 2020, staff will begin their programme of study with a mental health and wellbeing unit in response to Covid-19 and the prolonged school closure.*

Teachers plan weekly PSHE sessions at Hindsford CE Primary School, recognising the importance of regular teaching of this knowledge and the key skills. Medium term planning is carried out using the PSHE Association programme builders and this content is fully mapped to the programme of study for Citizenship across Key Stages 1 and 2, and to the statutory requirements outlined in the 2020 Relationships and Health Education Programme of Study.

At the start of each academic year, staff work together to analyse the Child Health Profile for the local area to extrapolate the key issues which directly impact on children. Medium term plans are then adapted to ensure coverage of this content and enhancement days, where possible, are identified to ensure that these areas are given heightened emphasis.

Learning and Teaching Styles

At Hindsford CE Primary, there is no set scheme of work for PSHE. The programme of study and programme builders from the PSHE Association, alongside the adaptations made in response to the Child Health Profile and local/national issues, form medium term plans from which class teachers plan their own lessons, allowing them to take into account the needs of their cohort, whilst at the time ensuring this complements and reflects the overall aims and objectives of the school in general. The deployment of support staff is the responsibility of the class teacher. Within any one class, children are given the opportunity to work as a class, group or individually. The choice of class organisation will be determined by the learning task or activity and the resources being used. Wherever appropriate, the themes and activities will be enhanced and enriched by outside visits and/or visitors to school.

PSHE lessons at Hindsford CE Primary School follow a set pattern:

- Objectives for the session are introduced
- Prior learning and knowledge is shared
- Direct teaching using stimulating, up to date and relevant resources is delivered
- A practical activity is completed by the children (this takes many forms including games, debates, discussions, role play, use of technology)
- Learning is recorded by the teacher in a log book
- Children reflect on their learning and an example of this is added to the log book

Health Education

Whilst the programme of study for Physical Health and Mental Wellbeing at Hindsford CE Primary will cover most of the statutory outcomes through the Health and Well-being units, Health Education will also be linked to PSHE lessons around Relationships, and Living in the Wider World. Our programme of study covers the statutory areas: Mental Wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, alcohol and tobacco; Health and prevention; Basic First Aid; and Changing Adolescent body (see document which links coverage to the statutory pupil outcomes and shows progression from Key Stage 1 to 2).

At Hindsford, it is our intention to promote positive mental health across school with a wide range of provision aimed at supporting social, emotional and behavioural issues. A full list of these of these interventions can be found in the school's Behaviour Policy.

PSHE and Citizenship across the school

At Hindsford CE Primary School, we recognise that PSHE & C opportunities should be interwoven within all aspects of school life. This is done through a keen focus on Spiritual, Moral, Social and Cultural Education and British Values. Within school, daily collective worship focuses on our Christian Values and Picture News within this opens children's eyes to a range of issues relating to social, economic and cultural difference. Themed events are celebrated within school (such as Chinese New Year), and the respect for different religions is a key element of the RE curriculum. At Hindsford CE Primary School, we celebrate academic and personal success and celebrate each child's uniqueness through our VIP programme.

Within the PSHE curriculum, care is taken to make links with other subjects such as Physical Education Maths, Computing and Science so that PSHE does not repeat this content, but rather, enhances it.

Inclusion

Pupils with specific needs, ie. emotional, social, physical and academic will be identified and provided for within a differentiated programme as necessary. For some year groups, PSHE & C is delivered through a Nurture Group setting which allows practitioners to adapt teaching more appropriately. Provision maps are in place for every class in school to capture the range of provision which exists to support pupils' development in this area with Wave 1 provision available to all pupils such as daily check in for feelings, to Wave 2/3 provision which exists for those children who are finding it more difficult to meet the expectations outlined in our programme of study and who need additional support with their mental health or their understanding of positive, safe relationships. At Hindsford CE Primary, the pastoral manager supports individual children with the highest level of need (possibly through Early Help) and works alongside external agencies such as Startwell, Sensorial (Sensory play Therapy), Social Care, Wigan Family Welfare and CAMHS.

The identification of additional need will take place through tracking of a range of pupil records eg. Attendance, behaviour, SEN files. In addition, teachers closely monitor pupil check in each day and observe pupils' closely within the classroom and also on the playground. A strength of Hindsford CE Primary is our relationship with parents. Often, provision made to support the mental health and relationships need of pupils comes directly from parent discussions around home issues or changes within the home.

Role of parents/carers

Parents/carers are regularly consulted about the planned PSHE learning for their child each term so that they are able to prepare for any questions which may arise at home. Resources, such as social stories, are available to support parents with any situations they may find difficult. Parents do not have a right to withdraw their child from PSHE Lessons including Relationships and Health Education but do continue to have a right to withdraw their child from Sex Education which goes beyond the Statutory Programme of Study for Science. Parents are consulted on the content of Sex and Relationships Education (see separate policy).

Impact:

Our PSHE Curriculum is sequenced to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Scrutiny of Learning Logs to evaluate taught content and pupils' reflections of learning
- Pupil discussions about their learning

- Observations will be made of children during other activities alongside general conduct around school.
- Discussions with parents which identify positive change
- Children's self-reflection
- Vulnerable pupil evaluations
- Intervention Impact documentation
- Successful Early Help closure

Specific Issues

In the learning and teaching of PSHE & C there will always been a need for staff sensitivity when undertaking issues that may be controversial or emotionally challenging for specific individuals. Staff need to be mindful of the importance of confidentiality and refer to the appropriate policy for guidance on the latter, in addition to the Child Protection Policy.

Health and Safety issues should be considered when planning and delivering lessons for PSHE & C that may involve additional risk assessments being undertaken eg. Use of resources, off site visits.

In the learning and teaching of PSHE & C staff should be aware, due to its overarching nature, of the need to cross reference with other relevant policies eg. Behaviour, Anti-bullying, Equality.

Ensuring that children are ready for September 2020

The majority of children returning to school this September will be doing so after a prolonged period of time working at home due to Covid-19. Whilst PSHE activities to support mental health and wellbeing were delivered during remote teaching, at Hindsford CE Primary School we are committed to ensuring that children's mental health is prioritised on their return to school. As a result of this, children will spend their initial days in school accessing teaching and resources around mental health following Covid-19. This mini recovery curriculum will take the form of 5 specific lessons which will form an important part of the provision made to support the children's return and will address the following areas:

- A sense of community
- Rebuilding Relationships
- Re-establishing Routines
- Respecting Space and Social Distancing
- Experiencing Loss

Support outside of these sessions for children's relationship and wellbeing will be prioritised through feelings check in, 1:1 pastoral support, group social skills support and circle times.

Policy Review Date July 2021

Documents used to inform this policy:

Programme of study for citizenship Key Stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf

Statutory Guidance for Relationships Education and Health Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

PSHE Association Programme of Study

<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020.pdf>