



Personal, Social, Emotional, Health and Citizenship Education Policy

Adopted by Learning & Teaching Committee on behalf of the Governing body: Spring 2018
Amended: Spring 2018

Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



Table of Contents

1. Policy statement with reference to local and national frameworks
2. Aims and objectives
3. Role of the coordinator & Monitoring
4. Curriculum coverage break down
5. Planning and assessment
6. Cross curricular links
7. Teaching and learning strategies
8. Supporting and challenging all learners
9. Celebrating Cultural Diversity and Promoting Community Cohesion
10. Curriculum enrichment
11. Child Protection

1. Policy statement

Personal, Social, Health and Citizenship Education (hereon referred to as PSHE&C) is a key area of learning that demonstrates our school's ethos and philosophy in action. Although it is not a statutory requirement subject, it does act as a vehicle for our school to help fulfil the statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

The aim of this policy is to clarify to staff, governors, parents and pupils how PSHE&C is taught in our school. Relationship and Sex Education is covered in a separate policy, to reflect the statutory requirements of it.

2. Aims and objectives

PSHE&C develops the following of our school's aims:

- To ensure children are safe, happy and achieving their fullest potential
- To improve life chances by providing opportunities to develop skills for lifelong learning
- For children to be responsible, active citizens in a diverse and modern Britain
- To celebrate diversity
- To prepare children for the complexities and challenges of modern life

We aim to achieve these by developing:

- Lively and enquiring minds
- Promoting a positive attitude towards diversity
- Developing a life-long love of learning
- Gaining knowledge, experience and understanding of the world in which they live
- Honing skills and attitudes to become independent and co-operative learners
- To develop self-respect and a belief in their own abilities
- Gaining an understanding of right and wrong, self-discipline and respect for the rights and needs of others and for the environment
- Developing understanding of how to keep themselves safe in various situations (see safe guarding policy)
- Promoting awareness of their role within various groups, e.g. the school community, the wider community, as well as the support they can access in these groups when needed

The children will:

- Begin to develop an understanding of themselves as learners and how and why they learn.
- Develop personal autonomy by encouraging personal awareness, self-esteem, self-confidence and emotional literacy.
- Develop key skills for maintaining emotional well-being
- Begin to acquire a sense of social and moral responsibility.
- Understand how their bodies work and what is needed for a healthy lifestyle.
- Be encouraged to develop tolerance, respect and sensitivity to others in our diverse community.

- Understand that they can make a contribution to their community and to recognise the value of that involvement.
- Be aware of and challenge unhelpful stereotypes around different sectors of the community e.g. gender, race.

3. The role of the Subject Co-Ordinator

The PSHE&C coordinator will:

Plan, track and monitor schemes of work

This is done annually by both of the subject coordinators with reference to the county guidelines for schemes of work. This is a blend of PSHE&C topics, such as Gypsy Roma Traveler education and of SEAL (Social and Emotional aspects of Learning) units such as 'Going for Goals'.

Monitoring takes various forms: The PSHE&C coordinator will monitor lesson plans and, if necessary, provide feedback to the PSHE&C planner in each year group.

Identify and budget for resources for delivery of the curriculum

This is done on a needs basis and is usually used for books that support the current theme of learning, although occasionally other larger resources, such as persona dolls (EYFS persona doll unit on refugee children) are bought.

Monitor delivery of the curriculum and offer guidance and support to staff where necessary

This is done annually and takes into account all year groups in the school across an array of units.

Be given opportunities to update professional expertise and share this with staff, where appropriate

The PSHE&C coordinators attend termly meetings within the cluster to review and discuss current topics and attend twilight training sessions. There are also coordinator days which are longer training days on aspects such as bereavement, or equality and diversity. Occasionally, the subject coordinator might attend training outside of the cluster recommended days to further a specific area of need for the school, e.g. mindfulness training led by local Educational Psychologists.

The coordinator will provide feedback through SLT meetings and lead staff meetings to disseminate the training, where appropriate.

Advise governors of changes to policy and of standards achieved

(See separate policy – 'The Role of the Coordinator'.)

4. Curriculum Coverage

All year groups have weekly discrete PSHE&C teaching sessions. Aspects of the subject are also addressed during times such as whole and class assemblies, school council feedback and story time. The class teacher may also use the forum of 'circle time' to address specific class issues that may arise, e.g. friendship issues, comments that are inappropriate, etc.

Reception

<u>Term</u>	<u>Topic</u>	<u>PSHE&C Units</u>
Autumn 1	All about me	New beginnings: Golden Rules and working with others Equality and Diversity: Family units
Autumn 2	Bears	Emotions: Identifying different emotions such as: anger, excitement and sadness and how to cope with them. Gender stereotyping
Spring 1	People who help us	Keeping safe: Hygiene, Drugs Alcohol and Tobacco Education and Healthy eating
Spring 2	Great adventurers	Self confidence Restorative justice
Summer 1	Great explorers / dinosaurs	Good to be me: Notions of fairness FGFS (Feeling good, Feeling safe; Protective Behaviors)
Summer 2	Splish Splash Spolsh	Growing and caring for ourselves Transition to Year 1.

Year 1:

<u>Term</u>	<u>Topic</u>	<u>PSHE&C Units</u>
Autumn 1	Wonderful and Wild	My new community: Class charter, getting to know you, similarities and differences
Autumn 2		Peaceful problem solving Drugs Alcohol and Tobacco Education
Spring 1	Castles and Caves	Going for goals: setting a target and achieving it Gender stereotyping
Spring 2		Gypsy Romany Traveler education Good to be me: The differences between rude, mean and bullying behavior and how to deal with it
Summer 1	The Secret Garden	Relationships: Feelings of jealousy FGFS (Feeling good, feeling safe; Protective Behaviours)
Summer 2		Changes: Human timelines Relationships and Sex Education: growing and caring for ourselves

Year 2:

<u>Term</u>	<u>Topic</u>	<u>PSHE&C Units</u>
Autumn 1	Heroes and Villains	My new community: Class charter, getting to know you, similarities and differences Global citizenship: multicultural Britain
Autumn 2		Getting on and falling out: WWO skills Drugs Alcohol and Tobacco Education
Spring 1	Into the jungle	Going for goals: Overcoming setbacks Gender stereotyping with careers
Spring 2		Good to be me: ways to relax and be mindful Equality and diversity: disability education
Summer 1	Infinity and beyond	Relationships: love and loss FGFS (Feeling good, feeling safe; Protective Behaviours)
Summer 2		Changes: Habits and how to break unhelpful ones Relationships and Sex Education: Naming body parts

Planning and assessment

In the EYFS, the curriculum is planned using the Brighton and Hove county council guidance document. These areas are assessed half termly by the discrete subject categories of: Self-Confidence and Self-Awareness; Managing Feelings and Behaviour; Making Relationships. They are also cross referenced by the broader aspects of Listening, Speaking and Understanding from the Communication and Language aspect of the EYFS curriculum. Progress in the EYFS is assessed against the different ages and stages of month bands. The end of year assessment is judged against whether the children have met, are developing towards, or exceeding past the 'Early Learning Goal'. This judgement is made from evidence of the child as a learner in the environment, as well as direct taught lessons.

In Key Stage One, class teachers gather end of unit data based on the new assessment strands developed with the council in academic year 2016-17. These are grouped by unit and have both ARE and ARE+ learning objectives.

Each child's record will be completed electronically and will be added to at the end of each unit as the child moves through the school.

These assessments will inform the end of year reports that are sent home to parents.

West Hove Infants School covers the PSHE&C curriculum from the Foundation Stage to the end of KS1. Information regarding the children's attainment is then passed on to the relevant Junior school, generally West Hove Junior School, who cover the KS2 curriculum.

5. Cross curricular opportunities

Wherever possible, advantage will be taken of opportunities to develop cross curricular links between PSHE&C and other areas of learning. For example:

Science

Encouraging an understanding of life skills such as maintaining bodily hygiene and making healthy lifestyle choices.

Developing an understanding of changes over time and human lifecycles.

Literacy

Developing effective and respectful communication skills.

Developing writing skills through practical activities.

Developing reading skills through stories with a moral message e.g. Amazing Grace.

Art

Making meaningful links to artists from different communities to enrich and contextualise learning e.g. Gabi Jimenez in Gypsy Roma Traveler unit.

Religious Education

Recognising and celebrating different religions in our local and national communities through units such as Gypsy Roma Traveler and Citizenship.

Computing

The importance of keeping personal information private; know where to go for help and support when they have concerns about content or contact on electronic devices and the internet.

History

Children's own personal development and changes as well as equality and diversity of families in our community.

SMSC

The teaching of PSHE&C develops skills and opportunities through which the children can develop the spiritual, moral and social aspects of themselves. This can be presented across an array of units and opportunities, such as looking at gender stereotyping (Yr 2: Gender and careers), or in moments of reflection and mediation through daily mindfulness sessions.

6. Teaching and Learning Strategies

Teachers utilise a range of strategies to deliver PSHE&C with a focus on active and experiential learning techniques. This enables pupil participation, involvement in their learning and also develops pupil's confidence and skills in talking, listening and critical thinking. Children are encouraged to take responsibility for their own learning within an environment conducive to independence.

Techniques used include (please note this list is not exhaustive):

- establishing Golden Rules and classroom rules with pupils – as in all aspects of PSHE&C a set of ground rules helps to create a safe environment
- using distancing techniques such as puppets, stories, video clips
- preparing for unexpected questions or comments from pupils
- Use of Circle Time (originally developed by Jenny Mosley)
- Use of interactive displays e.g. 'Feelings display'

See separate policy- 'Learning and Teaching'.

7. Supporting and challenging all Learners

Special Educational Needs and Disabilities (SEND)

West Hove Infant School is committed to promoting Disability Equality and equality of opportunity for pupils with additional learning needs. When planning and teaching PSHE&C, staff will make reasonable adjustments to promote equality of opportunity for all pupils. This could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)

See also 'SEND Policy'

Gifted or Talented

As with all teaching and learning, the class teacher is responsible for ensuring that weekly plans meet the needs of those children who demonstrate aptitude in PSHE&C and provide sufficient challenge. The learning objectives set out on the weekly plans include ARE+ statements to ensure appropriate challenge.

PSHE&C lends itself to opportunities for children to take on the 'mantle of the expert' e.g. guiding their classmates through the schools Restorative Justice model.

If particular opportunities arise that will suit children on the Gifted or Talented register for leadership, such as the School Council Pupil Participation Day, the coordinator arranges for the individual children to attend wherever possible.

See also 'Gifted and Talented Policy'

English as an Additional Language (EAL)

Pupils for whom English is an additional language will be supported in accessing the PSHE&C curriculum through additional resources such as word banks for vocabulary, and visuals. The class teacher is responsible for ensuring that weekly plans are adapted according to the child's needs. Extra support is available from EMAS (Ethnic Minority Achievement Service).

See also 'Policy for EAL'

8. Celebrating Cultural Diversity and Promoting Community Cohesion

A diversity 'driver' has been marked on the Scheme of Work to indicate opportunities for celebrating diversity within the curriculum.

The recognition and celebration of diversity within class communities is at the core of all PSHE&C teaching, beginning with the laying down of ground rules for class behaviour expectations at the start of each year.

Specific exploration of different cultures is also embedded within PSHE&C planning e.g. Gypsy Romany Traveler unit (Year 1) and Persona doll sessions based around a refugee child (Year R).

Gender stereotyping is also addressed within discrete units for all year groups in age appropriate contexts.

See also 'Equality Policy'

The activities, equipment, displays and references used in PSHE&C reflect the interests and experiences of all children and promote an awareness of global issues. Opportunities for celebrating cultural diversity and promoting community cohesion are identified in the Scheme of Work. Resources used should include items from other countries and cultures and they should reflect the interests and experiences of children, ensuring that stereotypes are challenged and positive contributions and achievements of all members of society are recognised and celebrated.

Events such as Eco-week, visits such as to the local pet shop and local hospital and visitors such as a local vet and ambulance service and Sussex Wildlife Trust enhances the curriculum and helps to promote community cohesion..

See also: 'Community Cohesion policy'

9. Curriculum Enrichment

Visits and visitors

All of our staff make a valuable contribution to the PSHE & C program in our school. To support the development of our children we maintain strong links with parents, governors and external agencies such as the Police Liaison Officer and School Nurse. These visitors are briefed to ensure that their contribution fits effectively into our scheme of work. The children may also receive visits from members of the public and parents. Such experiences, coordinated by the subject leader and/or class teacher, allow the children to deepen their learning by linking it to professionals in real life contexts, e.g. hand washing taught by a nurse, or who to seek help from if lost delivered by members of the police force.

Extra-Curricular activities

Any opportunities for extra-curricular activities, such as School Council, after school clubs or one-off activities will be promoted by the PSHE&C coordinator via the School Newsletter and Parent Notice Board. The School Council will be elected by each class to ensure fair representation. Particular events that may suit individuals, such as the School Council Pupil Participation Day, will be arranged by the coordinator, and/or School Council leader.

Display

PSHE&C displays will be developed in accordance with the school's main display policy. Displays to show children's work will be backed on plain, neutral backgrounds so as not to detract from the work itself. Interactive displays are also very important for children to explore concepts, and to consolidate what they have been finding out about.

Other resources, for example posters, may be used in classrooms and around the school to promote cross curricular PSHE areas such as 'Friendship' or 'Cultural Diversity'. In addition, our Golden Rules (closely linked to the PSHE&C programme of study) will also be displayed in various places inside and outside the school building.

See separate policy – 'Display'.

Parental involvement

We actively encourage parents and carers to be involved in our PSHE&C topics at our school. This may involve parents being invited in to discuss particular topics. It may also take the form of additional curriculum support, for example parents helping as group leaders on school trips, or working with small groups of children within the classroom.

Parents are provided with a curriculum overview for the term ahead and are therefore able to support and enrich their child's learning at home. Upcoming events and activities for weekends and holidays are sent home via newsletters and displayed on the Parents' notice board.

Resources

The subject leader is responsible for the purchasing and maintaining of the resources. There is also a central store for all other resources, organised by 'themes' within PSHE, e.g. Friendship. These items are listed in the 'audit of resources' list attached to the scheme of work and are displayed in themed boxes within the central storage area (one set of resources per site).

The PSHE subject leader will monitor these resources to ensure that resources are maintained and placed in the correct year group. Any additional resources necessary will be purchased from the PSHE budget.

School Council

Each class chooses 2 class representatives (by election) to attend school council (SC) sessions (usually held fortnightly). In addition to the class elected reps, the school council coordinator (with the Headteacher) will also select additional members in order to ensure that the SC is representative of all groups in our school (e.g. children with English as an Additional Language (EAL), members of ethnic minorities, children with SEN (Special Education Needs). This is to ensure all pupils within our school have a voice.

The role of the class representative is to discuss the school council agenda/tasks with the class and bring this feedback to the SC meetings. School Council minutes are shared with each class in the form of a folder accessible to all class members, e.g. in the book corner. They are shared with the staff (displayed in the staff room) and with members of the wider school community (on the SC notice board). SC decisions and notices are also added to the School Newsletter, e.g. announcing what the SC have decided to spend charity donations on.

10. Child Protection

The nature of PSHE&C lessons, particularly circle time, sometimes leads to personal and/or sensitive disclosures from pupils. In these situations, the class teacher acknowledges the disclosure but reserve discussion with that child for a 1:1 session, as soon as possible afterwards. Following discussion with child on a 1:1 session this would be recorded on CPOMS and tagged with the designated person and appropriate action taken (*see full Child Protection policy*). Children also have access to a 'worry box' in the school hall if they wish to voice concerns in that way.

Policy update:

This policy was updated in Spring 2018. It will be reviewed in Spring 2021.