

Cherry Hinton Church of England Primary School



P.S.H.C.E. Policy

(Personal, Social, Health and Citizenship Education)

Context

At Cherry Hinton CE Primary School, our overall aim is to support and enhance the personal, social and health and well-being of all children and their learning in our school. Our curriculum is built upon our core values of Agape, Courage and Thankfulness. Our values run throughout all aspects of our P.S.H.E. curriculum. We believe these, along with personal, physical and emotional wellbeing will enable our children to acquire the skills, knowledge and resilience in our ever-changing 21st century world. To nurture this we work hard to ensure every child within our diverse school community is known and understood, enabling them to achieve in a positive atmosphere of warmth and trust and to feel secure, valued as individuals and confident.

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

This policy takes account of the requirement that all schools with primary aged children must teach Relationships and Sex Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent high quality approach to planning and delivering PSHCE
- ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning

- ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum
- enable the assessment of children's learning in line with local and national guidance

Our Vision for PSHCE.

At Cherry Hinton Primary School, we believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment

Our approach to the teaching of PSHCE supports our duties relating to Keeping Children Safe in Education, Equality Act 2010, SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by OfSTED in relation to 'Behaviour and Attitudes' and 'Personal Development'. We follow the Cambridgeshire Personal Development Programme and work closely with the Cambridgeshire P.S.H.E. Service.

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties. The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also 'Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Intent of our PSHCE Curriculum

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

Our overall aims for PSHCE are:

- to support and enhance the personal, social and health and well-being of all children and their learning in our school.
- To ensure our school values of Agape, Thankfulness and Courage run through all aspects of our PSHE curriculum and hence teaching and learning

In particular;

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy, aspiration, hope and courageous advocacy
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health

- To explore the relevance of knowledge for personal situations and safe decision making
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.
- To prepare our pupils to engage with the challenges of adult life confidently.
- To provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.
To help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- To work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

Related Policies - This policy acts as an overarching policy to other specific policies, for example SMSC, RSE, E-safety.

Implementation of our PSHCE Curriculum

We primarily use the Cambridgeshire Primary Personal Development Programme or P.D.P. and the resources recommended within it when planning and delivering PSHCE.

The Cambridgeshire Personal Development Programme is divided into the following units .

- **Myself and My Relationships:** including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.
- **Healthy and Safer Lifestyles:** including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).
- **Citizenship:** including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.
- **Economic Wellbeing:** including Financial Capability.
- **Enrichment:** includes personal safety, having a healthy body and a healthy brain.

We focus on the needs of the children and our planned learning objectives. We carefully select resources which meet these objectives.

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We use children's books, both fiction and non-fiction, extensively within our PSHCE programme. We will always consider the needs and circumstances of individual children in the class when selecting reading texts

Healthy Schools

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)

- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording, monitoring and celebrating outcomes.

Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude through our school values of Agape, Courage and Thankfulness. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we expect staff to ensure that appropriate provision is made and when working with children with additional needs consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

Confidentiality and Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Involving the whole school community

- **Working with Staff**

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHCE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

The P.S.H.E. Lead works closely with all staff to support teachers in delivering the P.D.P. units.

The subject lead is entitled to receive training in their role and is supported on this by the Headteacher

- **Engaging with Pupils**

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

The subject lead regularly collects pupil voice around the PHSE curriculum and feeds back to staff.

Personal development is part of the School Development Plan and provides ways for pupils to grow leadership and to shape school.

- **Working with Governors**

A named link governor for PSHCE works closely with and in support of the subject lead, also monitoring implementation of PHSECE linked areas of the SDP.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

- **Communicating with Parents/Carers**

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHCE topics and their content
- informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children
- including out of school learning/family learning opportunities within our curriculum for PSHCE, and encouraging children to share at home their learning about all aspects of PSHCE
- inviting parents/carers to discuss their views and concerns about PSHCE on an informal basis.

Parents and carers will be given access to this policy on request. It is also available on the school website.

- **Working with External Agencies and the Wider Community**

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- Blue Smile
- links with the church (e.g. harvest festival)

- charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- school clubs
- Cherry Carers
- Parent/carers Stay and Play activities
- citizenship visits (e.g. 'Ask your MP' day) Drama antibullying workshops
- links with local services (e.g. visits from Raptor Foundation, Cambridgeshire Fire Service)

Impact of our PSHCE curriculum

The subject Lead meets regularly with the teaching staff to discuss how the children are responding to the half termly units. From these ongoing conversations, the Lead identifies children who may need support with their mental health and well-being. She liaises closely with the family support worker to consider their needs are how they may be met. This helps the PSHE Lead to assess and monitor the pupil's progress.

Children's work is recorded in a PSHCE folder in Year 1 to Year 6. The examples of work may include whole class mind maps of ideas, comments, class discussions and drawings showing facial expressions and vocabulary of feelings. The teacher annotates the pieces of work to show the child's response to the activity.

Pupil voice is gathered once a term in the form of a well-being questionnaire from a sample of children in each year group. The findings provide the focus for an anti-bullying assembly where immediate worries can be addressed and hopefully resolved. Peer mediators take an active part in this assembly.

Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

Monitoring the Impact

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- The PSHE subject lead gathers pupil voice/ well-being by asking a sample of five children (including SEN and PP) from each year group every term. Their comments and results are fed back to all staff and provide the focus for termly assemblies centred on the theme of anti-bullying.
- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHCE in line with statutory requirements and the Cambridgeshire Personal Development Programme.
- There are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- The link governor has regular contact with the PSHCE Lead and results from pupil voice questionnaires and monitoring are shared with the teaching staff and Governing Body.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHCE, for example, through parent/carer information sessions.

- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.

Policy review

The PSHE subject lead leader is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by 1/9/2025