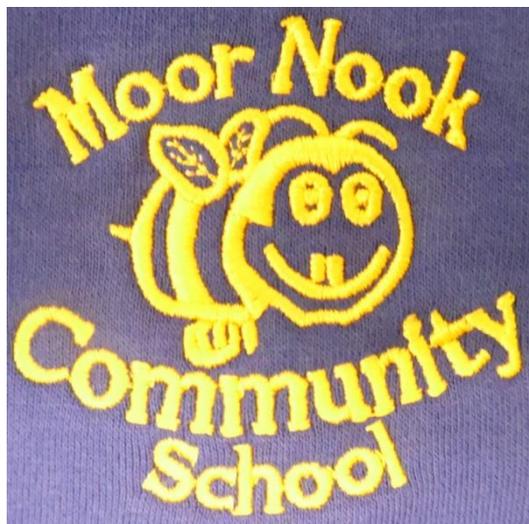


# **Moor Nook Community Primary School**



## **Personal, Social, Health and Citizenship Education Policy**

**April 2020**

## **Personal, Social, Health Citizenship and Economic Education (PSHE)**

### **Statement of intent**

Our PSHE curriculum enables children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. PSHE is implemented alongside our Values Based Education which promotes a school ethos that is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. As a result of a well-structured curriculum we will develop independent children who are able to make choices with core values embedded, and be a positive role in contributing to school life and the wider community.

### **The aims of our PSHE Curriculum:**

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able:

1. To have respect for themselves and others, valuing the differences and similarities between people;
2. To develop good relationships with other members of the school and wider community;
3. To be independent, self-disciplined and responsible members of society;
4. To be positive and active members of a democratic society;
5. To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
6. To know and understand what constitutes a healthy lifestyle;
7. Children will be aware of safety issues and manage risk in their own lives.
8. To be aware of potential risks in the online world and how best we can stay safe.

The aims within the PSHE curriculum meet the needs of every individual child and through the teaching of the subject and is tailored to meet the needs of children.

### **Entitlement and equality of opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will use a scheme of work which best suits our children, decided through consultation with PSHE advisors, the subject co-ordinator and the head teacher. We will ensure that pupils with SEND receive access to PSHE through differentiation of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding.

### **Implementation of PSHE**

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge.

### **Planning and timetabling-**

1. Every class has a timetabled session of PSHE every week.
2. In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects.
3. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
4. Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
5. All teaching staff will use quality resources (1 Decision) which builds on prior knowledge each year and allows children time to deepen understanding on different subjects within the PSHE curriculum.
6. Through the use of workbooks, children and adults can track progress and areas of support/ guidance/ extra teaching can be identified.
7. The objectives taught include the statutory requirements of health education and relationships and sex education (please see corresponding policy for more detail), highlighted within the government documentation.

### **Teaching and learning strategies**

1. A range of teaching and learning strategies are used:
2. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
3. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
4. Visiting speakers such as the police and health workers also contribute to the taught curriculum.
5. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
6. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings, and by taking on roles of responsibility for themselves, for others and for the school.

### **Answering Children's Questions-**

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be it is

far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity.

4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.
5. Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:
  - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
  - If a question is relevant to the whole class, we will answer it to the whole group.
  - However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
  - If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working,"* or something of a similar manner.
  - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*
  - This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
  - If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
  - Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

### **Equal Opportunities**

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

### **Assessment, reporting and recording**

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

1. The children's work is collated into a 1Decision workbook. This will act as evidence of the work the children have been involved in and document their learning experiences.
2. As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.
3. These workbooks are kept from Year One up until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines.
4. The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.
5. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.
6. Teachers may also assess through the use of informal judgements as they observe them during lessons and at other times around school

### **Safeguarding Children**

All members of staff who deliver any of our Health, Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

### **Subject review and monitoring**

The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

Review date: April 2022