



Burbage C of E Infant School

PSHCE Policy

(Personal, Social, Health and Citizenship Education)

(including Relationships and Health Education,
statutory from September 2020)

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1. Context

- 1.1 This policy supports a whole school approach to PSHE and citizenship (PSCHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.
- 1.2 This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health 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.
- 1.3 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'.
- 1.4 **Duty to Promote Wellbeing**
- 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.
- 1.5 **National Curriculum**
- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2. PSHCE

- 2.1 As a Church School, Personal, Social, Health and Citizenship Education (PSHCE) is an essential part of the curriculum, and fundamental to everything we do at Burbage C of E Infant School. 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.

3. Relationships and health education

- 3.1 "The Relationships Education, Relationships and Sex Education and Health education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools." (*DfE Guidance p.8.*)
- 3.2 We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.
- 3.3 We deliver Relationships Education as part of our wider provision of Personal, Social, health and Citizenship Education (PSHCE), which also includes statutory Health Education. The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide.

4. School aims and values

- 4.1 This PSCHE policy is set within the wider context of the school's aims and values which are:

[Our Ethos Statement](#)

'Loving; Living; Learning'

[Our Mission Statement](#)

Loving: We all belong to the Burbage Church of England Infants extended family - school, church, community. We all care for everyone within it. We believe everyone can be a good friend.

*"Love the Lord your God with all your heart and with all your soul and with all your mind."
Matthew 22:37*

Living: We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths and embrace each other's differences, respecting all and living honest lives together.

"Love your neighbour as you love yourself." Luke 10:27

Learning: Learning is amazing and we all strive to discover the next exciting adventure. We all believe that we can and if we can't now, we will soon.

"Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock." Matthew 7:24

[Our Values](#)

Friendship, Truth, Compassion, Perseverance, Respect

5. Intent of our PSHCE curriculum

- 5.1 Through the delivery of our PSHCE and Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.
- 5.2 All adults in school will work towards achieving these aims for PSHCE & Relationships Education. We seek to enable our children to:
- Enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships;
 - Respect themselves and others, their views, backgrounds, cultures and experiences;
 - Develop their ability to keep themselves and others safe, physically and emotionally, both on and off line;
 - Develop their understanding of a variety of families and how families are central to the wellbeing of children;
 - Value, care for and respect their bodies;
 - Support the development of resilience, self-esteem, self-efficacy and aspiration;
 - Offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

6. PSHCE policy aims

6.1 The policy aims to:

- Provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE;
- Ensure that the entire school community understands the role of PSHCE in the ethos of the school;
- Ensure a consistent approach to planning and delivering PSHCE;
- Ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning;
- Promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing;
- Enable the assessment of children's learning in line with local and national guidance;
- Ensure continuing development as a healthy school.

7. Our PSHCE curriculum

7.1 The Cambridgeshire Programme offers us a comprehensive, carefully thought through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Cambridgeshire includes all areas of PSHE for Primary Schools including statutory Relationships and Health Education.

7.2 The programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well supported. The overview of the programme can be seen on the school website.

7.3 The Cambridgeshire programme is designed to be tailored to the children's needs. It includes teaching and learning within the following strands and themes and these are taught across the school; the learning deepens and broadens as it is revisited.

- **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.

8. Inclusion, equality and diversity

8.1 We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning takes 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 will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability;
- their need to develop assertiveness and their sense of self;

- the need to involve all staff and carers in policy development, planning and training;
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive;
- sources of support for pupils.

8.2 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.

8.3 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. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.4 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.

9. Safeguarding

9.1 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.

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

10. Parents' right to withdraw

10.1 "Parents have the right to request that their child be withdrawn for some or all of sex education delivered as part of Statutory Relationships and Sex Education" (*DfE Guidance p.17*). Requests for withdrawal should be put in writing and addressed to the Executive Headteacher.

11. Development of the policy

11.1 This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

- 11.1.1 Review – working group pulled together all relevant information and current documents including national guidance.
- 11.1.2 Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.

11.1.3 Parent/stakeholder consultation – parents/carers were invited to view the policy and given the consultation period to make comments.

11.1.4 Ratification – once amendments were made, the policy was shared with the governors and ratified.

12. Involving the whole school community

12.1 Staff

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.

Staff members are informed about the location and content of policies that apply throughout the school. The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.

12.2 Working with Governors

PSHCE will be monitored by the Values Committee of the Governing body. When aspects of PSHCE appear in the school improvement plan, the Values Committee will be assigned to reflect on, monitor and review the work as appropriate.

12.3 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 about aspects of the PSHCE curriculum through year group Dojo communications.

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

12.4 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:

- Links with the local churches (e.g. visits from Church leaders, visits to church);
- Charity fundraising (e.g. links with the local care homes, supporting events such as Comic/Sports Relief, Children in Need and The Children's Society);
- School clubs (eg. choir/dance performances for the local community);
- Links with local services (e.g. visits from Police Community Support Officer, Fire brigade);
- Community use of school premises;
- Community events (eg. Burbage Community Arts Festival, Burbage Common Open Day).

13. Curriculum Organisation

13.1 The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'

'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

13.2 We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

13.3 Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE;
- Cross-curricular links;
- enrichment weeks/days, eg. Anti-bullying week;
- visitors, eg. church leaders, nurse, PCSO;
- residential and day visits;
- Collective Worship on our school and Christian values;
- small group interventions, eg. social skills groups, ELSA.

13.4 Teaching Methodologies

A wide range of methodology is used in teaching PSHCE curriculum. The focus is on interactive learning, and approaches include:

- Circle time;
- Whole class discussion;
- Social skills games and activities;
- Working in pairs/groups;
- Thought Showers;
- Drama and role play;

- Use of story and picture books;
- Use of technology.

13.5 We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader or Executive Headteacher. Questions may be referred to parents/carers if it is not appropriate to answer them in school. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

13.6 **Curriculum Materials and Resources**

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE. We also use our Everyone's Welcome programme and the whole school 'My Toolkit' teaching (Teamwork, Friendship, Perseverance, Resilience, Kindness, Concentration, Independence and Courage).

We will carefully select resources which meet the needs of the children and our planned learning objectives. We will use children's books, both fiction, and non-fiction, extensively within our PSHCE programme. The teacher's will read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

13.7 **Assessment, Recording and Reporting**

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children. Teachers draw on their observation of children's learning to arrive at their overall assessments.

We record children's work in PSHCE using photographs, observations, children's work and teacher's records of work completed.

PSHCE is discussed with Parents/Carers through parent consultations twice yearly and is included in the written report at the end of the year. (within the teacher's comment section in the Year 1 and 2 report and Characteristics of Effective Learning section in the EYFS report).

14. Monitoring Arrangements

14.1 The delivery of PSHCE is monitored by the Headteacher, PSHCE co-ordinator and Governors through subject scrutiny involving learning walks, work sampling and pupil interviews.