



PSHCE Policy – Personal, Social, Health, Citizenship Education

Our Aims:

At Hallaton Primary school we believe that every child should be able to *learn, grown and flourish*.

We aim:

- To provide a safe nurturing environment where every child can achieve their full potential
- To inspire a lifelong love of learning
- To value all faiths and cultures and to celebrate diversity
- To develop a sense of respect and responsibility towards self, others and the world in which we live
- To build strong relationships with the local community, our city and the wider world

And to do all this as a caring community based on our Christian values and 5R Learning Powers; *Responsible, Respectful, Resilient, Reflective and Remarkable*.

Definition of PSHCE: PSHCE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in Modern Britain. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Intent:

Our comprehensive and developmental Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). We regularly review our long term plan for PSHCE to ensure that it supports the needs of our children and school community. Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Our PSHCE programme has a positive influence on the ethos, learning and relationships throughout school. It is central to our values and to achieving our school's stated aims and objectives. Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these -
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

Implementation

We follow and adapt the Twinkl Scheme of Work, based on the Programme of Study developed by the PSHE Association. Our PSHCE education addresses both pupils' current experiences and preparation for their future. This scheme of work provides school with a clear and progressive primary PSHE curriculum with breadth across all year groups, where knowledge and skills build upon prior learning. Many of the PSHCE learning is through discussion with some recorded in pupil books.

We recognise that our PSHCE education needs to be relevant and applicable across many important areas of our children's lives, so regularly review and adapt our provision.

It is important that children are aware of healthy positive relationships in order to keep themselves safe. Within our teaching we ensure children are aware of consent. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

PSHCE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 It's My Body (Health and Wellbeing) <i>Including RSE</i>	KS1 Aiming High (Living in the Wider World)
Year 2	KS1 VIPs (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 Digital Wellbeing (Relationships)	KS1 Growing Up (Health and Wellbeing) <i>Including RSE</i>	KS1 Money Matters (Living in the Wider World)
Year A 3/4	KS2 TEAM (Relationships)	KS2 Think Positive (Health and Wellbeing)	KS2 Diverse Britain (Living in the Wider World)	KS2 Be Yourself (Relationships)	KS2 It's My Body (Health and Wellbeing) <i>Including RSE</i>	KS2 Aiming High (Living in the Wider World)
Year B 3/4	KS2 VIPs (Relationships)	KS2 Digital Wellbeing (Relationships)	KS2 Safety First (Health and Wellbeing)	KS2 One World (Living in the Wider World)	KS2 It's My Body (Health and Wellbeing) <i>Including RSE</i>	KS2 Money Matters (Living in the Wider World)
Year A 5/6	KS2 TEAM (Relationships)	KS2 Think Positive (Health and Wellbeing)	KS2 Diverse Britain (Living in the Wider World)	KS2 Be Yourself (Relationships)	KS2 Growing Up (Health and Wellbeing) <i>Including RSE</i>	KS2 Aiming High (Living in the Wider World)
Year B 5/6	KS2 VIPs (Relationships)	KS2 Safety First (Health and Wellbeing)	KS2 One World (Living in the Wider World)	KS2 Digital Wellbeing (Relationships)	KS2 Growing Up (Health and Wellbeing) <i>Including RSE</i>	KS2 Money Matters (Living in the Wider World)

Impact

At Hallaton Primary we evaluate the impact of our PSHCE curriculum by monitoring the progress of children over time. We know that children's starting points through our pre baseline assessments and compare these to the children's post assessments to analyse the progress that has been made. We use a variety of key teaching strategies to ensure that we know the children have learnt what has been taught e.g. metacognition, use of a spiral curriculum, revisiting topics, discussion of key vocabulary, use of quizzes, unpicking key definitions to promote understanding. Assessment and Recording Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. We ensure that each strand is revisited again every two year to ensure progression of skills.

The priorities set out in the PSHCE plan are monitored and reflected upon to ensure impact is maximised.

The PSHE Leader monitors the progress of all children and the delivery of PSHCE through:

- Lesson observations/Learning walks
- Scrutiny of the PSHCE displays
- Pupil Interviews
- Book Looks

The PSHCE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHCE are met. Where possible practice is shared, disseminated and developed.

Links to Other Relevant Policies:

- Relationships and Sex Education (RSE)
- Equality
- SEND
- Behaviour
- Anti-bullying

Reviewed Date: February 2024

By: Claire Stevens Subject Lead

Presented to Governors: March 2024