



CHURCHFIELDS
JUNIOR SCHOOL

PSHCE Policy

October 2020

Approved by GB: Oct 2020

Next review due: Oct 2023

Purpose of Policy

This policy will form the basis upon which we map out the statutory guidance for PSHCE – Personal, Social, Health and Citizenship Education.

It will outline the purpose, nature and management of how PSHCE is taught and learned in our school and will inform teachers of the expectations and parents of the curriculum.

Staff have access to the Policy on the school's server via the Teacher's Drive. Parents can view a copy of the policy on the school's website.

Aims and Outcomes

Personal, social, health and economic (PSHCE) education is an important and necessary part of all pupils' education.

PSHCE can encompass many areas of study. The Department for Education has stated that teachers are best placed to understand the needs of their pupils and do not need additional central prescription in the form of Programmes of Study from the DfE. We use the advice of the PSHCE Association to inform the planning of our PSHCE programme.

We use the PSHCE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We also use PSHCE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship education and the importance of physical activity and diet for a healthy lifestyle.

Teaching and Learning

PSHCE lessons should be at least 45 minutes in length and taught weekly by the class teacher. Lessons are timetabled each half-term and the allocation in the timetable is shared with each class teacher.

The PSHCE programme content of the PSHCE programme can be divided into five categories:

1. Relationships
2. Health and well-being (Health education)
3. Living in the wider world
4. Democracy and understanding different political systems
5. Preparing to play an active role as citizens

Relationships

Guidance for teaching Relationships must be taken from the Health and Relationships Education policy.

Health and well-being

Guidance for teaching Health and well-being must be taken from the Health and Relationships Education policy.

Living in the wider world

Through teaching about 'Living in the wider world' pupils should learn about communities, shared responsibilities, media literacy, digital resilience, economic wellbeing: money.

Democracy and understanding different political systems

Pupils are taught about monarchy, democracy, parliamentary democracy and learn about socialism as a political idea with debate.

Preparing to play an active role as citizens

Pupils are taught about the fundamental British values of liberty, democracy, the rule of law, respect and tolerance.

Learning objectives are planned and shared through the medium-term plans, and also shared on the school website. The long term overview shows the coverage of the PSHCE programme. (Appendix A).

Clear ground rules should be explained at the start of lessons on potentially sensitive topics. These are:

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Not sharing personal information stopping discussions if personal information is shared in lessons and following up with pupils later where needed

Not promising confidentiality if a pupil confides something concerning

Telling pupils they can ask for help and they will be taken seriously

Conversations within your lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

Teacher wellbeing

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of their school's policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Fundamental British Values

All staff are expected to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide Spiritual, Moral, Social and Cultural Development, which is a requirement of section 78 of the Education Act 2002. The Teachers' Standards expect teachers to uphold public trust in the profession

and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through the school's provision of SMSC, which includes teaching in PSHE staff and the school should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

The school promotes fundamental British Values in several ways, including but not limited to:

- including in suitable parts of the curriculum, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- teaching pupils about a range of faiths.

Resources

Each class has textbooks to be used as supporting materials for PSHE lessons. Knowledge Organisers are available to support revision and teaching of key knowledge.

Written activities in PHSCE lessons can be completed on paper, worksheets or mini-whiteboards. Discussion and questions are encouraged but the teacher should not allow the discussion to veer so far from the content of the planned lesson that the objective is not taught.

External agencies

External agencies can be used to provide speakers, tools and resources to enhance and supplement the curriculum. For example, when teaching about parliamentary democracy, pupils have visited the Houses of Parliament or joined video conferences arranged by the UK Parliament

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with your school's legal duties regarding political impartiality.

- The school forbids the pursuit of partisan political activities by junior pupils
- The school forbid the promotion of partisan political views in the teaching of any subject in the school
- The school takes reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Speakers, tools and resources must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. When deciding on the external agencies and resources to use, checks must be made to ensure that the agencies' approach to teaching relationships education, relationships and health education and the resources that they plan to use comply with:

- The Health and Relationships Education policy
- the Teaching Standards
- the Equality Act 2010
- the Human Rights Act 1998
- the Education Act 1996

You should engage with agencies to ensure their approach to teaching about relationships education, relationships and health education is balanced and the resources they intend to use are age-appropriate and aligned to the developmental stage of the pupils being taught. Judgement must be exercised reasonably, in line with legal responsibilities, in the selection of providers and resources to be used. Extreme caution must be exercised when working with external agencies and the school will proceed only with full confidence in the agency, its approach and the resources it uses.

The school will not under any circumstances work with external agencies that take or promote extreme positions or use materials produced by such agencies. Examples of extreme positions include, but are not limited to:

- promoting non-democratic political systems rather than those based on democracy, whether for political or religious reasons or otherwise
- teaching that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise
- engaging in or encouraging active or persistent harassment or intimidation of individuals in support of their cause
- promoting divisive or victim narratives that are harmful to British society
- selecting and presenting information to make unsubstantiated accusations against state institutions

If such agencies are mentioned during lessons, for example as a result of questions from children, teachers should ensure they discuss them appropriately and impartially. In cases where an agency endorses extreme positions as well as moderate positions or positive goals, teachers should carefully explain the distinction between the two and, where appropriate, point out other agencies which are working towards the same goals but which have not adopted extreme political stances.

If using external speakers to deliver part of the curriculum, then it is important to make sure the expert and any tool or resource they might use meets the outcome of that part of the curriculum. External experts and resources can also be useful for developing curriculum planning ideas, activities and identifying age-appropriate outcomes. It is important that teachers review any case study material and look for feedback from others they have worked with.

As a school, we must clear what they are going to say and what their position on the issues to be discussed are. Teachers must ask to see any materials that external agencies may use in advance. The school will make sure we know the named individuals who will be there, any need for Disclosure and Barring Service (DBS) checks and that there is an agreed protocol should any safeguarding issue arise, for example from a disclosure.

A basic online search (as parents and carers may do this) must also be conducted. It is important that anything that staff members or parents and carers would be concerned about, it should be addressed beforehand. Before a session with an external speaker, it is important to check protocols for taking pictures or using any personal data the external speaker may get from the session.

Teachers should not be afraid to say 'no', or in extreme cases stop a session. These are your pupils and you are responsible for what is said to them. It is good practice for the teacher to be in the room, so they know what was discussed and can follow up with their pupils. They will also understand what has been discussed if a pupil makes a disclosure later.

Choosing resources

There are many external resources available to support the delivery of lessons, these include:

- lesson plans
- complete curriculum plans
- other classroom materials such as videos or posters
- Any materials intended to be used should align with the teaching requirements set out in the statutory guidance.

Many organisations actively promote external resources to schools. Any used should be assessed carefully to ensure they are age appropriate, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality.

Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation. Examples of extreme political stances include, but are not limited to:

- a publicly stated desire to abolish or overthrow democracy, capitalism, or to end free and fair elections
- opposition to the right of freedom of speech, freedom of association, freedom of assembly or freedom of religion and conscience

- the use or endorsement of racist, including antisemitic, language or communications
- the encouragement or endorsement of illegal activity
- a failure to condemn illegal activities done in their name or in support of their cause, particularly violent actions against people or property

When deciding if a resource is suitable, staff must consider if it:

- aligns to the teaching requirements set out in the statutory guidance
- would support pupils in applying their knowledge in different contexts and settings
- is age-appropriate - think about the age, developmental stage and background of your pupils
- is evidence-based and contains robust facts and statistics
- fits into the curriculum plan
- is from a credible source

It is also important to consider whether the resource is compatible with approaches to teaching which are known to be effective. The resources should deliver knowledge in a way that supports the building of pupils' confidence.

Resources should also be sensitive to pupils' experiences as some may have already been exposed or at risk of content being taught. Teachers should ensure that resources do not exhibit any content that may provoke distress.

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>

Ensuring content is appropriate

The safety of children is of paramount importance in school.

Teachers should be aware of age inappropriate material on the internet. Teachers must be careful not to expose children to over-sexualised content. Great caution should be exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material, such as pornography.

Staff must be mindful of the law and legal requirements and be careful not to condone or encourage illegal political activity or the use of illegal drugs.

Topics involving gender and biological sex can be complex and sensitive matters to navigate. Staff must not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and staff should not work with external agencies or organisations that produce such material.

While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual pupils with sympathy and support.

Staff should work together with parents on any decisions regarding the school's treatment of their child, in line with the school's safeguarding policy and the statutory guidance on working together to safeguard children.

The role and responsibility of the subject leader

- Support and guide the classroom practice of teachers and support staff.
- Ensure coverage, continuity and progression in planning.
- Monitor, evaluate and improve the effectiveness of PSHCE teaching and learning.
- Update documentation where necessary.
- Produce action plans, prepare bids and manage the PSHCE budget effectively.
- Liaise and consult with outside agencies where appropriate.
- Prepare and lead INSET.
- Attend relevant INSET training.
- Review regularly the contribution made by PSHCE to a meaningful curriculum.

Inclusion

PSHCE must be accessible for all pupils and this is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND).

Subject leaders should liaise with the class teacher and special educational needs co-ordinator (SENCO) to make sure:

- the needs of all pupils are met
- the curriculum is fully accessible
- education, health and care (EHC) plans are followed

Teachers should differentiate to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic. Effective use of teaching assistants will support this.

Teachers should also their own expertise and knowledge to differentiate activities within lessons where needed. Specialist resources can be used to support effective teaching.

Assessment, Attainment and Progress

The school has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers should identify and assess the needs of pupils who may require extra support or intervention.

Tests are used at the end of the unit to capture progress and results recorded on the foundation assessment tracker.

Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to view copies of this document via the school's website and comments are invited from anyone involved in the life of the school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Relationships How can we be a good friend and what are families like?	Democracy and understanding different political systems What is monarchy?	Health and well-being What keeps us safe?	Living in the wider world What makes a community?	Health and well-being Why should we eat well and look after our teeth? Why should we keep active and sleep well?	Preparing to play an active role as citizens What is individual liberty?
Year 4	Relationships How do we treat each other with respect?	Democracy and understanding different political systems What is democracy?	Health and well-being What strengths, skills and interests do we have?	Living in the wider world How can our choices make a difference to others and the environment?	Health and well-being How can we manage our feelings?	Preparing to play an active role as citizens What is democracy?
Year 5	Relationships How can friends communicate safely?	Democracy and understanding different political systems What is parliamentary government?	Health and well-being What makes up our identity?	Living in the wider world What decisions can people make with money?	Relationships How we change and grow?	Preparing to play an active role as citizens What is the rule of law?
Year 6	Relationships What will change as we become more independent? How do friendships change as we grow?	Democracy and understanding different political systems What is socialism?	Health and well-being How can we keep healthy as we grow?	Living in the wider world How can the media influence people?	Health and well-being How can drugs common to everyday life affect health?	Preparing to play an active role as citizens What is respect and tolerance?

