

Christ Church (Church of England) Infant  
School and Nursery  
and  
Christ Church (Church of England) Junior  
School



**COVID NOTICE**  
During Autumn 2020 and Spring 2021 children may be withdrawn from PSHE to attend Catch Up sessions or provision map interventions.

PSHE -  
Personal, Social, Health and Economic  
Education Policy

‘Working together to build a strong foundation through Faith and learning’.

Reviewed: September 2020  
Approved:

**1. Statement of Intent – Aims and Objectives**

Christ Church Federation aims to provide within a Christian Foundation the highest standards of education and care. We recognise and celebrate the limitless potential of all our young children and seek to maximise their natural enjoyment of and enthusiasm for learning. This PSHE Policy is underpinned by our Christian ethos and core values of Perseverance, Kindness, Honesty, Love and Friendship. We encourage our pupils to be ready, respectful and responsible at all times.

## Aims

Through the teaching of PSHE we aim to:

- Promote positive and healthy attitudes, which allow children to work, play, co-operate and function effectively within a group.
- Encourage children to become self-reliant both in the carrying out of activities and the building up of relationships, in order to function as independent and confident learners.
- Develop and raise self-confidence and self-esteem.
- Encourage children to become active class members whilst experiencing the feelings of belonging to a wider community.
- Allow pupils to reflect and explore their own beliefs and that of others.
- Provide an environment where children feel safe, secure and valued.
- Have high expectations of good behaviour, care and courtesy for one and another.
- Enable each child to meet personal success and reach its full potential.
- Enable pupils to cope confidently with new situations.
- Provide equality for all pupils.
- Use ICT to support and develop skills in personal, social and emotional development
- To ensure that the children are equipped with the skills they need to be good citizens and to thrive in the world beyond our schools.

## OBJECTIVES

At Christ Church Schools, all pupils will:

- Have the opportunity to work and play constructively alongside and with peers and adults, taking turns, sharing and co-operating.
- Participate, become involved and maintain concentration in self-selected and adult initiated activities.

- Develop a growing confidence to participate appropriately in daily routines and codes of behaviour.
- Learn to show respect and care for other people, property and the environment.
- Explore and develop an understanding and respect of a variety of cultures and beliefs.
- Begin to use their own initiative and independence in taking care of their own personal needs and in their attitude towards learning.
- Have the opportunity to talk about their home and community expressing needs and feelings.
- To provide opportunities where the children can consider their place within our world and the impact that they have on others and the environment in which we live.

## 2. Legislation

[Education Act 2002/ Academies Act 2010](#) all schools must provide a balanced and broadly based curriculum which:

- 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.

The [2006 Education and Inspection Act](#) placed a duty on Governing Bodies 'to promote the well-being of pupils at the school'.

[Statutory changes](#) to personal, social, health and economic (PSHE) and relationships and sex education (RSE) were introduced in September 2020. These changes have been incorporated into our long term plans and will be introduced in the academic year 2020/2021.

## 3. Context and Rationale

At Christ Church Federation, the children's learning journey begins on entry to our nursery school. PSED (Personal, Social and Emotional Development) is part of the Early Years Curriculum and provides a vital foundation for the new statutory PSHE curriculum at Key Stages 1 and 2.

### **Foundation Stage**

"Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning".

Curriculum Guidance for the Foundation Stage.

*Personal Social and Emotional development involves helping children to develop a positive sense of themselves; and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. (Statutory Framework for the Early Years Foundation Stage)*

The teaching of PSED in Foundation Stage is concerned with the following areas:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

### **Key Stage 1**

As the children progress through our schools into Key Stage One they are taught the PSHE curriculum which is designed to develop and enhance their skills, knowledge and understanding of the world in which they live and their importance within society.

### **Key Stage 2**

In key stage two the children are taught to think about their place in society and the role they play within the school, local and wider community. The children are encouraged to consider how their words and actions impact on others and the environment. They are also taught how to make informed choices and to take responsibility for their life choices.

## **4. Creating a Safe and Supportive Environment**

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' will be agreed within the classroom about confidentiality.

Pupils will not be encouraged to share information or experiences of a distressing nature.

We will ensure that where a pupil indicates that they may be vulnerable and/ or at risk, they will get appropriate support away from the classroom. We will encourage children with worries or concerns to speak to an adult separately so that other children are not exposed to inappropriate information.

This policy is supported by the Safeguarding and Child Protection Policy- available on the school website.

## **5. Entitlement and Equality of Opportunity**

We take into account the age, ability, readiness and cultural background of children to ensure that they can fully access PSHE education provision. We promote diversity, inclusion and tolerance and we expect children to show respect for the views of others even when they differ from their own.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. Full PSHE education provision will be provided for every child. We will

ensure that children with Special Educational Needs or English as an additional language are not withdrawn for interventions to support learning in other curriculum areas.

Parents have the right to withdraw their child from those parts of Relationship and Sex Education that are not within the Science Curriculum. Parents are invited to school to preview this material in Years 5 and 6 before it is delivered to their child. The right to withdraw can be exercised at that point. (Please see our Relationship and Sex Education Policy on the school website for further details).

## **6. Teaching and Learning**

### **a) Intended Outcomes**

As a result of PSHE programme of learning, pupils will:

- Be confident in themselves and be able to make the most of their skills, talents and abilities.
- Be prepared to play an active role as good citizens in society.
- Be able to make informed, healthy and safe lifestyle choices,
- Be able to recognise and develop good relationships,
- Be able to understand and show respect for the differences between people.
- Be able to use the internet safely and recognise the dangers that it poses.
- Know how to ask for help or find information
- Be able to consider social and moral dilemmas
- Be able to take responsibility for their actions

### **b) Principles and Methodology**

The PSHE and RSE curriculum have been planned to ensure progression from Nursery through to Year Six. The content will be adjusted to the age and understanding of each cohort.

At the start of each unit the children will be asked to complete a task to identify their current level of understanding for the topic to be taught. This information will provide the starting point for the unit of work.

The programme will be taught through a range of approaches including:

- Circle time,
- Role Play,
- Video,
- Stories,
- Collaborative discussion or tasks,
- Whole class, individual or group reflection.
- Visitors such as school nurse, fire fighters, police.
- Cross curricular lessons i.e. Science, Computing
- Worship themes and the promotion of our core values and Christian ethos.

The children will be encouraged to make connections between, what is being taught in the lesson and how it affects their own life choices. For example: Safe use of the internet at school and safe use when they get home.

We will make links to other curriculum areas where relevant to ensure that the principles of PSHE are taught beyond the timetabled session.

### **c) Planning**

The staff from EYFS, Key Stage 1 and Key Stage 2 have worked collaboratively to ensure that all aspects of the PSHE and RSE curriculum, are introduced and taught to our children, in an age appropriate manner. Topics will be revisited as the children progress through their learning and the children will consider the topics in more detail as they become more relevant to their level of understanding and independence.

An overview of the curriculum plan can be found in Appendix A

### **d) Timetabling**

The children in EYFS are taught PSED as part of their continuous provision timetable.

IN Key Stage 1 and 2 a dedicated lesson is timetables each week. Key Stage 1 – 45 minutes and Key Stage 2 – 45 minutes. This is in addition to other areas of the curriculum that also teach or reinforce aspects of PSHE such as Science, Computing, RE or Worship.

SEN/EAL children are not withdrawn from these sessions for interventions to support learning in other curriculum areas.

### **e) Assessment**

The assessment of PSHE is a continuous and ongoing process using observation, discussion and individual pupil performance.

In the Foundation Stage - Development Matters is used to make best fit judgements about pupil's development in PSED. In the final term of reception the EYFS Profile is completed with pupil's levels of development assessed against Early Learning Goals. This information is shared with parents and YR1 teachers to identify individual pupil's stage of development and learning needs.

In Key Stage 1 and 2 - At the start of each unit the children will complete a 'What do I/we already know?' activity. At Key Stage 1 this will be done as a class and at Key Stage 2 it will be done as an individual or small group.

The task will be repeated at the end of the unit 'What have I/we learned?'

Teachers will then complete an assessment grid for the class for the unit taught. There is also an opportunity to record notes to consider when the topic is revisited.

The teacher will keep any work completed in a class file and record evidence of sessions taught in the class book. This will ensure that when the topic is revisited it is approached in a different manner.

### **f) Teaching Responsibility and Staff Training**

## Role of the PSHE Co-ordinator

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for staff.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant LEA courses and network meetings.
- Order and monitor resources.

## Role of Class Teacher

The class teacher will:

- Prepare and plan lessons to meet the agreed long term plan of the school, ensuring statutory learning objectives are taught and delivered to a high standard.
- Take into account the prior knowledge and understanding of the children when planning and delivering lessons to ensure that lessons and tasks are well matched to the children's needs and abilities.
- Seek advice, support and/or CPD in areas of the PSHE curriculum that they feel need further development.
- Liaise directly with visiting speakers to agree the content and delivery of the lesson.

### **g) Confidentiality and Handling Disclosures**

The class teacher will establish ground rules at the start of PSHE lessons to safeguard against disclosure being made that will expose other children to inappropriate information. If a child does make a comment or disclosure that raises concern the adult will ask to speak to the child after the lesson.

Disclosures will be dealt with in line with our Safeguarding and Child Protection Policy which can be accessed on the school website.

### **h) Responding to Pupils Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Teachers must have strategies in place in order to deal with explicit or difficult questions posed by the pupils. They must also be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship.

The following guidelines are in use at Christ Church in order to provide a common values framework within which to teach:

Teachers should establish a set of rules at the start of the lesson to make clear to the pupils what is appropriate and inappropriate in a class setting:

E.g. *No one (teacher or pupil) will be expected to answer a personal question.*

*There will be no personal comments about pupils or others (e.g. your brother does...)*

*Listen to what others have to say.*

*Don't interrupt, no matter your opinion on someone else's view.*

*Be quiet when asked.*

*Do not poke fun or laugh at anyone for a lack of knowledge or for anything they say.*

Teachers should give pupils preparation time before discussion so that they will be able to minimise any embarrassment they feel.

Teachers should not force anyone to take part in a discussion.

Meanings of words will be explained in a sensible and factual way.

Teachers should use appropriate language (e.g. body parts) and not nicknames or slang terms

Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.

Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.

If a verbal question is too personal, the teacher should remind the pupil of the ground rules.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

Teachers should not be drawn into providing more information than is appropriate to the age of the child.

If a teacher is concerned that a pupil is at risk of abuse, the Executive Head Teacher should be informed and the usual child protection procedures followed.

### **i) Links to other school policies and areas of the curriculum**

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Digital Safeguarding /E Safety/ Computing Policies
- Anti-Bullying Policy
- Relationship and Sex Education Policy
- Drug Education Policy
- Behaviour and Discipline Policy
- Equality Statement
- British Values Statement
- SEND Policy

## **7. Involving Parents and Carers – Consultation**

We are committed to working with parents and considering their views when preparing schemes of work and lessons.

A face to face meeting at each school was planned for April 2020 however due to school closure due to COVID and the subsequent social distancing requirements this was not rearranged. An online consultation was therefore put in place.

The changes to the PSHE and RSE Curriculum were published on the school website on the 8<sup>th</sup> August 2020 and a 6 week consultation period was provided for parents to respond. Parents were reminded of the consultation through text messages and the school newsletter.

In Year 5 and Year 6 parents are invited into school to view the content of the Sex Education lessons that will be delivered in school. Parents have the right to withdraw their child from these lessons and an opportunity to express this preference will be given in the summer term before the lessons are delivered. Parents were consulted in the development of these sessions and the resources that are used.

### **8. Policy Availability**

This policy will be available on the school website following staff and governor consultation.

### **9. Review Date**

September 2022.