

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



PSHE -
Personal, Social, Health and Economic
Education Policy

Grow and learn together in the presence of God.

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.

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 another.
- Enable each child to meet personal success and reach their 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. Relevant legislation and statutory duties

As a curriculum subject, PSHE education (including RSHE/RSE) plays an important role in the overarching school curriculum which provides a framework for schools to deliver and embed important statutory duties and practice. These include:

[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](#) places a duty on Governing Bodies 'to promote the well-being of pupils at the school'.

[Keeping children safe in education \(2023\)](#) states that 'Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online' and that school should deliver '*a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum*' covering a range of safeguarding related themes

[Equality Act 2010](#) – places a duty on schools to:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

[Statutory Relationships, Sex and Health Education \(RSHE\)](#)

Since September 2020, all primary schools in England are required to deliver Relationships Education and Health Education. Both of these themes are delivered as part of our broader PSHE education provision in school, along with some additional non-statutory sex education provision.

Please see our school RSE policy for further specific information on our approach to Relationships & Sex Education (RSE) at Christ Church.

The statutory Health Education requirements covered within PSHE are:

- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information on the topics covered within these themes, the current statutory guidance document from the DfE document can be viewed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

As per this DfE statutory guidance document, there is no parental right of withdrawal from any Relationships or Health Education (RHE) content within our school curriculum. Please see the school's RSE policy for information about parental right of withdrawal from non-statutory sex education provision.

An overview of our school PSHE curriculum long-term plan/programme is also available within appendix A of this policy.

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 PSHE curriculum and statutory RHE 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

Christ Church Federation uses SCARF, a comprehensive scheme of work for PSHE education. An overview of SCARF can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, plus non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

The school's PSHE provision supports the school's Christian values, ethos and aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
 2. Encourage and support the development of social skills and social awareness;
 3. Enable pupils to make sense of their own personal and social experiences;
 4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
 5. Enable effective interpersonal relationships and develop a caring attitude towards others;
 6. Encourage a caring attitude towards and responsibility for the environment;
 7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
 8. Understand how society works and the laws, rights and responsibilities involved.
- We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

The PSHE programme in both KS1 & KS2 includes statutory content on Relationships and Health Education which is required to be delivered by the end of primary phase.

4. Creating a Safe and Supportive Environment

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement/ground rules at the beginning of lessons or units/topics. This includes a confidentiality statement understood by adults and children. Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Pupils will not be encouraged to share information or experiences of a distressing or personal nature.

Effective ground rules will also help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline. We will encourage children with worries or concerns to speak to an adult separately so that other children in class are not exposed to inappropriate information.

Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded:

- Listen carefully
- Respect each other's contributions and opinions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson or another trusted adult

We will always ensure that where a pupil indicates that they may be vulnerable and/ or at risk, they will get appropriate support away from the classroom.

5. Safeguarding

Teaching staff are also responsible for informing the Designated Safeguarding lead of any concerns that are raised through pupil discussions or questions. Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of child protection issues.

Please see the Child Protection and Safeguarding Policy available on the school website.

6. 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 and Disabilities (SEND) 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 some or all aspects of Sex Education that are not within the Science National Curriculum. Parents are invited to school to preview this material in Year 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).

7. 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 PSED, 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. The content is based on the units of work provided by Coram Education (SCARF).

PSHE lessons are taught by class teachers once a week, throughout the whole year in pupil's usual classes, in mixed sex groupings. On occasion, we may elect to separate children by sex to discuss certain topics, but this will be dependent upon the needs of the children and judgement of staff. Where relevant, we may also use appropriate visitors and

agencies, such as school nurses, to assist with the delivery of PSHE lessons. All visitors will be expected to follow the policies of the school.

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 and reinforced 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. We use the SCARF PSHE program from Coram Education, which is widely used by schools across the country, as the basis for this. This ensures that each area of learning is revisited appropriately and that resources are progressive throughout the federation.

In KS1 & 2, the SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

An overview of the school 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, PSHE lessons are taught by their class teacher via a dedicated, timetabled lesson each week. Key Stage 1 – 45 minutes and Key Stage 2 – 45 minutes to an hour. 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. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

e) Assessment

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

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. At KS2, the children use a knowledge organiser to help them record their understanding before the unit of work on a KWL grid. The task will be repeated at the end of the unit to allow teachers to identify any progress/knowledge gain etc.

Teachers will then complete an assessment grid for the class for the unit taught. The knowledge organiser and the mapping tool will help teachers to complete their assessments as they include key 'I can' statements.

Children will record their learning in their PSHE books at KS2 level. When appropriate, staff will use a floor book to record activities that are not suitable for individual books in order to evidence learning.

f) Teaching Responsibility and Staff Training

Role of the PSHE subject lead

The subject lead 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 training 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. The individual teachers must use their skill and discretion in these situations. Teaching staff will endeavour to answer questions as openly and honestly as possible but if faced with a question that they do not feel comfortable with or feel is not appropriate for the classroom the young person will be advised to ask a parent/carer, and school may inform individual parents/carers of any specific questions their children ask if they feel this is appropriate.

It may also be appropriate for children's questions to be dealt with outside of the classroom on a one-to-one basis.

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 education topics.

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 ground rules at the start of the lesson to make clear to the pupils what is appropriate and inappropriate in a class setting.
- 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 an age-appropriate, 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

8. Involving Parents and Carers

We are committed to being transparent in our approach to PSHE and working with parents to consider their views when preparing our curriculum. Parents are encouraged to speak to the school's PSHE subject lead should they have any questions or concerns over any element of the PSHE curriculum, including statutory requirements. A parent PSHE information event will be delivered in Spring 2024 to allow parents/carers to understand more about the content of the PSHE programme and how we deliver the subject in our school.

In Year 6, parents are invited into school to view the content of the non-statutory Sex Education lesson that will be delivered in school in the summer term. Please see our school RSE policy for further information on this.

Please note, there is no parental right of withdrawal from any aspect of our school PSHE programme other than additional non-statutory sex education content in Year 6.

9. Policy Availability

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

10. Review Date

This policy will be reviewed at least every 3 years or as necessary should any updated guidance, requirements or changes be made to school practice.

Appendix A

Long Term Plan (effective September 2023)



PSHE and wellbeing long-term plan based on SCARF half-termy units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Christ Church (Church of England) Infant School and Nursery Adapted Long Term Plan September 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year/Half-termy unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Growing and Changing	6 Being my Best
Nursery	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Cycles Life stages Girls and boys – similarities and difference	Keeping by body healthy – food, exercise, sleep Growth Mindset
Year/Half-termy unit titles	1 Me and my Relationships	2 Valuing Difference	3 Rights and Respect	4 Keeping Safe	5 Growing and Changing	6 Being my Best
Reception	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping my body safe Safe secrets and touches People who help to keep us safe	Cycles Life stages Girls and boys – similarities and difference	Keeping by body healthy – food, exercise, sleep Growth Mindset
Year/Half-termy unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem

Appendix B

PSHE progression road map

