

Littledean Church of England Primary School and Pre-School

Personal, Social, Health and Citizenship Education Policy

At Littledean C of E Primary School we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHCE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHCE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)
- DfE (2023) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school's PSHCE Policy is implemented effectively.
- Ensuring that the PSHCE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Head Teacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHCE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHCE Policy.

- Reviewing the PSHCE Policy in line with the policy review schedule.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHCE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area..
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHCE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

Early Years Foundation Stage (EYFS)

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the geographical aspect of pupils' work relating to the objectives set out within the framework.

The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

In our Pre-School pupils will begin to develop a sense of community and become more outgoing with unfamiliar people within the safe context of their setting; showing more confidence in social situations. Pupils will be encouraged and supported to find solutions to conflicts and rivalries. They will become increasingly more adept at following rules, demonstrating an understanding of why they are important. They will begin to remember rules for the setting without needing to be reminded by an adult.

Pupils will develop ways of being assertive and begin to be able to talk about their feelings, such as happy, sad, angry or worries. They will begin to show an understanding of how others might be feeling in different situations.

Pupils will be taught about healthy choices in regards to food, drink, exercise and brushing teeth.

In Reception pupils will start to see themselves as a valuable individual, building constructive and respectful relationships whilst expressing their feelings and begin to consider the feelings of others.

Pupils will be encouraged to demonstrate perseverance in the face of challenges and identify and regulate their own feelings socially and emotionally.

Pupils will be taught about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

PSHCE Curriculum

The whole school uses the SCARF resource to plan and teach our PSHCE curriculum

Safety

Caring

Achievement

Resilience

Friendship

Teaching and Assessment

Long Term Planning

PSHCE is taught on a 2 year rolling program in order to accommodate our mixed age classes.

Units of work are split into the following areas:

Me and My Relationships	Valuing Difference	Keeping Safe
Rights and Respect	Being my Best	Growing and Changing

Lesson Planning

SCARF units of work are split into between 5-8 lessons, which teachers then adapt to meet the needs of the children in their class.

Teaching

The school will use direct teaching via timetabled lessons to teach PSHCE. Pupils will be taught PSHCE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHCE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHCE programme, with due regard to the school's Relationships and Health Education Policy.

Assessment

The school will set the same high expectations of the quality of pupils' work in PSHCE as for other areas of the curriculum.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged.

Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

Withdrawal from Lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the Head Teacher.

Before granting a withdrawal request, the Head Teacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the Head Teacher will take the pupils' specific needs into account when making their decision.

Equality and Accessibility

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHCE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHCE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHCE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHCE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHCE curriculum.

This document should be read in conjunction with the followings school policies:

- Ant-Bullying and Hate
- Behaviour Regulation
- Drugs Management and Education
- Confidentiality
- Equal Opportunities
- Safeguarding and Child Protection
- Online Safety
- SEND
- Relationships, Health and Sex Education

Date policy reviewed: June 2024

Approved by Full Governing Board 25/3/2025

Date of next review: June 2027