

ST CHRISTOPHER'S HAMPSTEAD

PSHCE POLICY

Policy to be reviewed annually		
Reviewed by		October 2022
Board Approval	Education Committee/	

To be published on	
School network	✓
School website (if appropriate)	

This policy is supported by the following policies:

Child protection/safeguarding

Anti-bullying

Relationships and sex education

Online safety

PSHCE

PSHCE is the teaching of personal, social, health and citizenship education. The subject fosters the personal development, health and well-being of the individual child, to help them to create and maintain supportive relationships and become an active and responsible citizen in society. At St Christopher's the PSHCE curriculum is taught in an atmosphere of trust and is intrinsically linked to the SMSC core values to ensure that we are promoting the welfare of all pupils.

- Personal – share, grow, stay safe, be healthy
- Spiritual - experience, enjoy, achieve, awe and wonder
- Moral - reason, evaluate, democracy, rule of law, anti-bullying
- Social - understand, listen, debate, contribute
- Cultural - citizenship, liberty, respect for others' beliefs, diversity

The School's aims are founded upon the skills that we hope to develop through PSHCE across the school: independent learning, critical thinking, creativity, mutual trust, inclusion and respect for all peoples, friendship and self-confidence, awareness of themselves and the world around them and readiness to embrace challenges.

Aims of the Department

- To ensure that safeguarding and promoting pupils' welfare forms an integral part of planning and teaching.
- To promote the welfare of all pupils and create an ethos of working collaboratively, respecting diversity and promoting equality throughout the school.
- To deliver a pupil-centred curriculum based upon the pupils' collective and individual needs
- To enable the pupils to think critically and be able to talk openly, expressing their feelings opinions freely within a safe environment.
- To encourage the pupils to reflect on the many spiritual, moral, social and cultural issues in their lives.
- To develop a sense of a social responsibility and enable the pupils to play an active role as members of a democratic society.
- To ensure the five SMSC core values are embedded in medium term plans across the curriculum.
- To embed Relationship and Sex Education within our PSHCE lessons (See RSE policy.)
- To develop and encourage partnerships with parents, carers and our local community.

Personal Development

- Children develop their self-knowledge, self-esteem, self-confidence, self-discipline and resourcefulness
- Children know how to stay safe, and develop sound and healthy decision-making skills

SMSC: Spiritual, Moral, Social and Cultural development

Spiritual Development

- Children are encouraged to ask 'big questions' and to share and respond to personal beliefs.
- During discussions, children further develop their own beliefs and principles and respect those of their peers.

Moral Development

- Develop an understanding of right and wrong, challenge each other's opinions in the context of class discussions and apply this to their own lives
- Partake in Anti-Bullying Week, understanding how to make good choices when it comes to conflict between peers.
- Create class rules and understand why it is important to uphold these and the school's Golden Rules and behaviour policy.
- Promote opportunities for action within the community to foster a sense of social responsibility and commitment to act.

Social Development

- Group tasks, debate, discussion and drama activities are used to develop social skills such as cooperation and teamwork.
- Develop a willingness to work with others and resolve conflict effectively.
- Develop an understanding of how different communities work.

Cultural Development

- Philosophy 4 Children (P4C) discussions enable children to share opinions and develop their ability to respect opinions different from their own.
- Celebrate diversity and inclusion in our school community and the wider world, using role models and historical figures from a range of different cultures.
- Explore how different cultures can offer great insights into how we lead our lives.

Teaching and Learning

PSHCE is most effectively taught through a 'spiral programme'. The curriculum is organised into a series of recurring themes, each lasting half a term, which pupils experience every year.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHCE education provision.

PSHCE lessons are individual to each class and dependent on their needs and include activities and discussions that are fundamentally linked to these criteria. However, our aim is that PSHCE skills are not just developed during these lessons. Many of the aims are evident across the school, by creating an ethos of working collaboratively, expressing feelings and opinions freely and reflecting on SMSC issues. At the end of each half term, teachers document where we have focused on each of the SMSC core values in our everyday teaching across the curriculum.

Teachers employ a wide range of strategies when teaching PSHCE. Class discussion, role-play, interactive activities are used to introduce new topics to the class. Visual stimuli, videos and stories are particularly useful to initiate class or group discussion on a theme. The 6 Thinking Hats, The Habits of Mind and Philosophy 4 Children are three tools that are used in every classroom to help teachers and children expand their thoughts and ideas on a particular topic. Enabling the class to think through ideas in more detail and question why they think, act or feel the way that they do in specific situations is vital to allow a deep and thorough discussion of the issues that are being investigated.

Visitors

Visitors to the classroom can bring their expertise or personal stories to enrich pupils' learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers should always be present to manage the learning, and to ensure that it is safe.

Where possible, planned enrichment days will be used to develop and extend school's planned PSHCE education programme.

EYFS: Reception Year, The Early Learning Goals and Educational Programmes

(see Curriculum Policy)

PSHCE is explored under Personal, Social and Emotional Development.

Children are provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. We support children's emotional well-being and help them to know themselves and what they can do.

Lower School and Key Stage 2

Within both the Lower School (Year 1-3) and Key Stage 2 (4-6) children cover three main topic areas:

- Health and wellbeing
- Relationships
- Living in a wider world.

The concept-based curriculum provides teachers with the opportunity to explore ideas in the context of their own classroom and year group in a way that is appropriate for their children. Teachers are encouraged to make links across the curriculum with PSHCE, and provide opportunities for child-initiated learning.

Child-initiated Learning

(see Curriculum Policy)

The Teaching and Equal Opportunity

(see Curriculum Policy)

Differentiation and Challenge

Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHCE education. Where possible, any new topic in PSHCE education would start by determining pupils' prior knowledge. This will be done via formal and/or informal benchmark assessments where possible/appropriate.

As far as is appropriate, pupils with special educational needs will follow the same PSHCE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate. Our teaching styles are broad and balanced and cater for children's varying needs. It is important that the PSHCE teacher has a good understanding of the social and personal circumstances and experiences of the pupils in their class. Where PSHCE is not taught by the form teacher, strong links must be made between the PSHCE teacher and form teacher, so that any particular issues relating to PSHCE topics are addressed appropriately.

Celebration of Achievement

- Displays are placed where all pupils can appreciate them
- Individual work is shown to heads of department, key stage leaders and/or the head teacher
- Children are encouraged to share out-of-school achievements during the relevant key stage assembly
- Merits are awarded for effort, achievement and exemplary behaviour
- Achievements and fundraising are celebrated in our annual school magazine

Assessment, Recording and Reporting

There are no statutory requirements for assessing achievements in PSHCE. Much of the work done in PSHCE is oral; however, discussion and topic work are recorded as often as is practical. The school has the same high expectations of the quality of pupils' work in this subject, as for other curriculum areas.

It is important that pupils are helped to make connections between the learning they receive in PSHCE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHCE education. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for this subject, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress (in particular in Relationships and Sex Education and Health Education).

Assessment for learning (AfL) forms a vital part of teacher planning and teaching in PSHCE. Teachers ensure they have a good understanding of their class and will use this understanding to tailor lessons to their needs. The teacher is able to formatively assess throughout a lesson, using observation of independent reflection and participation in critical discussions to inform next steps for each individual and the class as a whole. The child's opinion is to be valued at all times and they should be given the opportunity for self-assessment.

Further information can be found in the Assessment guides.

Health and Safety

Pupils should be taught to use the equipment appropriately and develop safe and tidy work practices.

Resources

Teachers use a range of resources, including, but not limited to: news reports, picture books, ICT

ICT

In PSHCE and computing lessons, pupils learn how to stay safe whilst using ICT. These are transferrable skills that are referred to as ICT is used across the curriculum. We also have an e-safety focus during Safer Internet Week for all year groups where teachers plan an age-appropriate activity for children to discuss how to stay safe on the internet.

ICT is often used to facilitate teaching and learning in PSHCE. Importantly, it allows teachers to share stimuli such as pictures and videos on the interactive whiteboard as the basis for P4C discussions. These pictures and discussion notes can then be referred to in subsequent lessons, allowing the discussion to continue. The computers are also used individually or in small groups to investigate particular topics. This is particularly useful with programs such as Espresso that enable the pupils to access child-friendly news reports and keep up to date with current events.

Digital cameras also form an important part of the assessment and recording process, enabling practical activities to be evidenced in books. This is particularly important in Key Stage 1.

Marking

(see Marking Policy)

Homework

(see Homework Policy)

Confidentiality and handling disclosures.

Due to the nature of PSHCE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. We will ensure that staff follow the school's safeguarding/child protection policy and that where pupils indicate that they may be vulnerable and at risk, they will receive appropriate support.

Monitoring and evaluating PSHCE education.

We are committed to finding opportunities to share best practice among the school's PSHCE education team, such as an informal lesson drop-in for the subject lead or other PSHCE colleagues.

In terms of best practice in PSHCE education pedagogy, we will aim to focus on the following areas:

- Pupils adhering to agreed ground rules
- Effective distancing through the use of case studies, scenarios, characters and so on
- Use of inclusive language
- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHCE education resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
- Support and differentiation for pupils who need it, including pupils with increased vulnerabilities
- Appropriate challenge
- Assessment for and of learning integrated into the lesson