



# PSHCEE Policy

**PSHCEE Policy (Including EYFS)**

**Policy Review Date:** November 2022

**Reviewed By:** D McGregor & SLT

**Next Review:** November 2023 (or following incident, legislation or interim guidance)

## Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

## Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
5.8.20	Policy statement	Replace title and content to include rationale	4
5.8.20	Teaching	Sub-heading 'Creating a safe and supportive learning environment.'	7
5.8.20	Teaching	Change in timetabling/additional information	6
5.8.20	Inclusion and differentiation	Renamed 'Entitlement and equality of opportunity' and include SEND.	6
5.8.20	Programme of study	Additional information due to new statutory framework on Relationship and Health Education and updated Programme of Study.	8
5.8.20	Relationship and sex education	New heading 'Relationship and Health Education' and information on updated curriculum.	12
5.8.20	Monitoring and assessment	Heading to include 'Review.' Additional information regarding monitoring and review strategies.	12
08.11.22	General review of policy and procedures		

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## **Policy Statement and Rationale**

This PSHCEE (Personal, Social, Health, Citizenship, Economic Education) policy covers Avalon's approach to the provision of an inclusive and graduated programme of study for all pupils. Avalon is committed to providing effective learning opportunities for all pupils in order to equip them with the essential skills, knowledge and understanding that they will need to thrive as individuals, family members and members of society.

This policy was produced by the PSHCEE Subject lead through consultation with the Headteacher, staff, parents and pupils. Consultation took the form of pupil, staff and parent's questionnaires, staff and governor meetings. The policy has been reviewed in accordance with the new legislation regarding the Dfe statutory framework for the teaching of Relationship and Health Education which comes into effect from September 2020.

Parents will be able to access the policy on the Avalon website. A printed copy can also be given on request.

The school is committed to the principle of equality of opportunity and our teaching staff will respond to pupils' diverse learning needs, including the needs of different genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds.

PSHCEE education deals with the real life issues affecting our pupils, families and communities. It is concerned with the social, health and economic realities of the pupils' lives, experiences and attitudes.

At Avalon, the PSHCEE curriculum makes a significant contribution to the spiritual, moral, emotional, social and cultural development of our pupils. The purpose of the curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

The PSHCEE curriculum makes a significant contribution to the spiritual, moral, social and cultural development of our pupils. Furthermore, the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted in every area of the curriculum and in every aspect of school life.

The PSHCEE curriculum supports our vision and mission statement, where our aims include to develop successful learners who are confident, inquisitive and independent. We will ensure our staff work together expertly and enthusiastically to deliver our curriculum in a safe, caring and positive environment. At Avalon, we have a holistic approach to the delivery of the PSHCEE curriculum. We recognise that the PSHCEE education programme is just one part of what the school can do to help develop the knowledge, skills, attitudes and understanding our pupils need to fulfil their potential.

## **Aims and objectives**

The aims and objectives of our PSHCEE curriculum are:-

- Help our pupils develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life
- Help our pupils to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations
- Help our pupils achieve self-discipline and commitment so that they reach the highest standards of which they are capable
- Encourage pupils to develop creativity and expression
- Encourage pupils to take an active and responsible role in their learning
- Encourage all pupils to be active and responsible citizens in the community
- Encourage self-awareness, self-esteem and self-confidence
- Encourage respect, sensitivity and tolerance to the needs and values of others
- Encourage our pupils to be motivated, independent and enthusiastic learners

We encourage our pupils to reflect on their learning and the progress they make, and to transfer what they learn from one school subject to another, and from school to their lives in the wider community

## **What is PSHCEE?**

PSHCEE encompasses all areas designed to promote children's personal, social, health, citizenship and economic education. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity, and learn how to develop into a responsible citizen.

## **Organisation and structure**

PSHCEE takes place within the school in a variety of contexts, both formal and informal. The informal curriculum provides a wide range of opportunities for PSHCEE including assemblies, themed days, guest speakers, extra-curricular activities, school trips, charity events, school and eco councils and the house system.

Within the formal curriculum a spiral programme of study is delivered to all pupils from Reception to year 6. A spiral programme ensures learning is revisited, reinforced and extended in age and stage appropriate contexts. PSHCEE is also delivered by cross-curricular links through the existing curriculum in Science, English, History, Geography, RE, Art, ICT, Music, PE and MFL.

## **Teaching**

The formal PSHCEE curriculum is timetabled for a weekly double lesson for specific teaching. PSHCEE will be taught in a variety of ways to reflect the age of pupils and to ensure a whole school approach. During the weekly sessions, pupils will regularly work with learning partners or in groups. Pupils are also encouraged to take part in discussions to resolve conflict or set agreed classroom rules or behaviour. Most of the curriculum is

delivered through oral and practical activities. Furthermore, PSHCEE permeates all aspects of school life. In addition to the teaching of PSHCEE, all pupils are actively encouraged to become involved in raising funds for local, national and international charities through class fund-raising activities and whole school events such as Macmillan coffee morning and Children in Need. Avalon also supports local charities such as the Charles Thompson Mission which aims to help those who are homeless, poor and in need.

The school has an active school council and eco council where our pupils represent their peers and have a “voice” in the decision making process.

### **Creating a safe and supportive learning environment**

At Avalon, we will create a safe and supportive learning environment by ensuring that we outline clear ‘ground rules’ at the beginning of each lesson and remind pupils of the need for confidentiality, mutual respect and tolerance for others. Children will know who they can turn to for support if they feel at risk or worried/upset about anything.

The policy is informed by the school’s safeguarding/child protection policy. PSHCEE is linked also to other curriculum policies and documents as follows:-

- Anti-bullying
- Prevent
- Sex and relationship education
- Drugs and alcohol education
- Health and safety
- Equal opportunity
- Inclusion
- E safety
- SEN
- Confidentiality
- Rewards and sanctions

### **Entitlement and equality of opportunity**

Throughout their school career, children will be at different levels of maturity and will have varied life experiences, along with a range of attitudes and feelings. Teaching takes into account the ability, age, readiness and cultural backgrounds of our pupils and those with English as a second language) to ensure that all can fully access the PSHCEE provision. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. As far as is appropriate, pupils with special educational needs will follow the same programme as other students. In some cases, the content or delivery will need to be adapted/differentiated.

### **Programme of study**

The programme of study for PSHCEE is based on three core themes within which there is broad overlap and flexibility. For pupils in Reception to Year 6 the school tailors the curriculum as recommended by the PSHE Association in order to suit the specific needs of the school, pupils and the community.

The programme of study is structured as follows:-

### **Autumn Term**

In the Autumn term the core theme is Health and Wellbeing. In Health Education, pupils will be taught what is meant by a healthy lifestyle. Pupils will learn that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils will understand the importance of self-care and how to recognise and talk about their emotions. They will learn how to maintain physical, mental and emotional health and wellbeing and how to manage risks. Pupils will learn how to keep physically and emotionally safe and how to respond in an emergency. Pupils will learn how to manage change and growing, including puberty (Years 5 and 6 will cover puberty in the Spring term), transition and loss. Pupils will learn how to identify different influences on health and wellbeing such as the media and peer pressure. Pupils will learn about the importance of staying safe online and the negative impact the internet can have on mental health.

### **Spring Term**

In the Spring term the core theme is Relationships. Pupils are taught how to develop and maintain a variety of respectful and caring relationships, including friendship. They will learn about different types of families, and how to recognise and manage a wide range of feelings and emotions within these relationships. Pupils will understand how important it is to recognise when they need support and how to access that support. Pupils will learn how to recognise risky or negative relationships including bullying and abuse, both face to face and online. They will learn to celebrate their own attributes and those of others and to value difference in others.

### **Summer Term**

In the Summer term the core theme is Living in the wider world. Pupils will learn about respect for themselves and others and the importance of responsible behaviour and actions. Year 5 and 6 will cover Drugs and Alcohol Education. Pupils will learn about rights and responsibilities, laws, equality, the importance of protecting the environment, where money comes from and a basic understanding of enterprise (Years 5 and 6). They will learn about the role of the internet in everyday life and recognise ways in which the internet and social media can be used both positively and negatively.

### **EYFS**

Three core themes are the focus in PSE within EYFS. These are:-

#### **Making relationships**

Children are able to play co-operatively, taking turns with others. They are encouraged to show sensitivity to others' needs and feelings and to form positive relationships with adults and other children.

#### **Self-confidence and self-awareness**

Children are encouraged to try new activities and say why they like them. They are encouraged to speak in a familiar group and say when they do and do not need help.

## **Managing feelings and behaviour**

Children are encouraged to talk about how they and others show feelings, talk about their own and others' behaviour and consequences. They are taught how to work as part of a group, understand and follow rules. Children learn how to adjust their behaviour to different social situations.

## **Spiritual, Moral, Social and Cultural development**

At Avalon, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards others and an understanding of their social and cultural traditions.

At Avalon we believe that:-

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing care and respect for pupils, their families and other members of staff
- Pupils should learn to differentiate right and wrong in as far as their actions affect others
- Pupils should be prepared to cope with the demands of Modern Day Britain

The aims of SMSC development at Avalon are:-

- To ensure that everyone connected with the school is aware of our values
- To ensure a consistent approach to the delivery of SMSC issues through the general life of the school
- To ensure that pupils know what is expected of them and why
- To give pupils an opportunity to reflect and discuss feelings and beliefs
- To enable pupils to appreciate and understand different cultures and traditions
- To enable pupils to explore and develop a sense of social and moral responsibility
- To enable pupils to take part in a range of activities requiring social skills

## **Spiritual**

As a school we promote spiritual development by:-

- The school's vision and mission statement and ethos of reaching higher, further, together
- Celebration of student achievement both in school and extra-curricular in assemblies and award ceremonies
- The delivery of the PSHCEE programme
- School song
- Singing practice



- Allowing for use of imagination and creativity in learning
- Celebration of other faiths/festivals
- Close links with local church/community
- Strong pastoral system
- Adult and peer mentors
- Student voice
- RE

### **Moral**

As a school we promote moral development by:-

- Having school rules and a code of conduct
- PSHCEE programme
- House system
- Student voice
- School council
- Eco council
- Subject questionnaires

### **Social**

The school plans for social development of pupils through a range of teaching and learning activities including:-

- Classroom organisation and management including monitors
- Pupil grouping and opportunities for collaborative work
- Code of conduct
- School and eco council
- Prefects
- School productions and concerts
- Residential trips
- Extra-curricular activities
- Before and after school provision
- Celebrations of achievements – weekly whole school achievement assembly
- Charity fundraising
- Leadership opportunities
- PSHCEE curriculum

### **Cultural**

The school curriculum provides experiences of all aspects of culture for pupils including languages, mathematical, literacy, technological, scientific, musical, political, economic and religious education.

There are also opportunities for the following:-

- Creative and performing arts for all pupils

- Visits to places of cultural interest such as museums, art galleries, theatre and cinema productions, places of worship, local landmarks and heritage
- Extra-curricular activities and residential
- Opportunities to explore a range of multicultural themes through literature, art, music, RE, geography, history and modern foreign languages
- Celebration of other faiths in our community
- Opportunities to participate in artistic, sporting and cultural activities

Teaching and organisation: Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning and the challenges and implications on their own attitudes and lifestyle.

### **British Values at Avalon school**

At Avalon we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and beliefs.

Through our provision of SMSC education, Avalon school will:-

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils 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 pupils to acquire a broad knowledge of and respect for public institutions and services in England
- Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- 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

As a result of our school promoting fundamental British values our pupils will have:-

- 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 the freedom to choose and hold other faiths and beliefs is protected in law
- An understanding of the importance of identifying and challenging discrimination.

### **Partnership with home and the local community**

At Avalon we aim for PSHCEE to complement the personal and social development of children provided in the home and the community. Parents are encouraged to see the school as their school and not just the pupils'. In this regard, parents are encouraged to become involved in the life of the school by attending concerts, productions, class

assemblies, helping on school trips, volunteering to help with charity events, helping with reading in class, extra-curricular clubs and on the PTA. Parents who are in certain professions such as dentists and dentists assist with the delivery of PSHCEE sessions for the relevant topic areas.

Visitors are welcome into our school. We value the contributions of the community and outside agencies to the personal, social and health development and citizenship. We invite a wide range of guests to talk to the children including: civic leaders, local and national charity representatives from organisations such as NSPCC, Dementia UK, Diabetes UK, Stick n Step, as well as personnel from the local fire service and local police force.

### **Relationship and Health Education**

From September 2020, Relationship and Health Education will be compulsory for all primary schools (Health education already being taught in independent schools). At Avalon, we have been following a structured, spiralled programme of relationship and health education following the PSHE Association's programme of study and the Christopher Winter Project resources.

From September 2020, Avalon will be following the updated PSHE Association's programme of study for Relationship and Health Education which takes into account the new DfE statutory framework.

Relationship Education will put in place the building blocks needed for positive and safe relationships, including those with family, friends and those online. By the end of Year 6, pupils will have been taught content on: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

A separate policy covers the provision of Relationship Education throughout the school.

Health Education aims to give pupils the information they need to make good, informed decisions about their own health and wellbeing, to recognise issues in themselves and to seek support as early as possible when issues arise. By the end of Year 6, pupils will have been taught content on: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and changes associated with puberty.

### **Monitoring, assessment and review**

At the start of each topic in PSHCEE a baseline assessment is derived for each pupil. Pupils' learning is re-assessed following the teaching. Assessment can take the form of self-assessment, peer discussions, circle time discussions, pupil-led discussions, written work, pictures and/or photographs. Pupils have the opportunity to reflect on their own learning.

ALF (Assessment for learning) is built into the lessons to gauge understanding and teaching and to promote and develop next steps. Strategies include building on the

baseline assessment, structured questioning, mini-plenaries between activities, and feedback.

At the end of the learning, progress is measured from the starting point and this evidence is used to inform future teaching.

Each teacher keeps a 'scrapbook' of evidence for each term's topics in PSHCEE.

The PSHCEE Subject Leader supports colleagues in their teaching of PSHCEE by providing detailed planning, information about any developments in the subject, including any new legislation and by providing strategic lead and direction for the subject in the school.

Monitoring of the delivery of the PSHCEE curriculum, including assessment opportunities will take place termly by the Subject Leader and Headteacher.

At the end of each academic year, the success of the PSHCEE programme will be reviewed by the Subject Lead using verbal and written feedback from staff, pupils and parents, alongside the impact of the PSHCEE Development Plan.

### **Resources**

There is a budget for PSHCEE resources which is derived each year from the school budget. The school is a member of the PSHE Association whose programme of study provides the basis of the PSHCEE curriculum. A range of teacher text books on PSHCEE subjects, including RSE and Drugs and Alcohol Education, is available for all year groups. The Christopher Winter Project resources are used for the teaching of RSE and for Drugs and Alcohol Education.

### **Link school**

Avalon is involved in fund-raising for a charity called 'So the child may learn.' The charity aims to improve the education of children in the remote hill regions of central Nepal. Avalon has been involved in the project of building a school at Bhimkhori and we are sponsoring a young girl called Sousili to enable her to attend school.