

The Care Federation Schools

Personal, Social, Health and Economic Education Policy (PSHE)

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Care Federation. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in PSHE.

All members of The Care Federation will model the behaviours and values that enrich and reinforce those taught through an embedded PSHE curriculum. Children will be enabled to make decisions and take opportunities that will help them to live happy, healthy and fulfilled lives, and develop a strong sense of citizenship within the community both now and in the future.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- DfE (2021) Personal, Social, Health and Economic Education Guidance, this includes relationships education and health education for primary schools
- DfE (2019) Introduction: Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS).
- DfE (2013) National Curriculum in England: history programmes of study: key stages 1 and 2.

This policy will be followed in conjunction with the following federation policies and procedures:

Curriculum Policy
Curriculum Risk Assessment
Relationships and Behaviour Policy
Relationships and Sex Education Policy
Safeguarding Policy
Marking and Feedback Policy
SEND Policy
Equal Opportunities Policy
Online Safety Policy

ICT Acceptable Use Policies for pupils and Staff
Code of conducts for Staff and Pupils

Aims

The Care Federation believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our Relationship and Sex Education and Relationship and Behaviour policies, as well as our health education and pastoral care programme.

- The vision for pupils, staff and others linked to our Federation, is to always look to achieve our personal best in every aspect of school life.
- Our Federation is one where everyone is encouraged and supported to achieve their personal best. Achievements within the Federation are celebrated weekly via assemblies. Children are also encouraged to share their achievements from outside of school which are also celebrated in assembly.
- Our Federation is welcoming, inclusive, has a real community feel and is a place where everyone is valued. We have a strong focus on diversity which includes themed days which focus on this (e.g. Show Racism the Red Card Day, Anti-bullying week and Religious Education themed events) and both schools have a growing library of literature used to help children value what makes them unique.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words. This is reflected in our values as well as our staff and pupil codes of conduct.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude. We teach reliance and perseverance, which is reflected in displays and teaching in every class.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our schools. This includes a long term RE plan which focuses on a variety of religions, whilst following the guidance of the Norfolk Agreed Syllabus.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents are informed about the policy via our curriculum and pastoral pages on the Federation website as well as an annual summary sent home.

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle inclusion being economically aware.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.

- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our federation community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy as part of British Values.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect others right to do the same.
- Understand their rights and responsibilities as it relates to their wellbeing and the well-being of others, linked to Articles 6,12, 13,14,17,22, 24, 33 34



Implementation

<u>EYFS Educational Programme</u>
Taken from the Statutory Framework for the early years foundation stage January 2024 – Personal, Social and Emotional Development (PSED):

Children's PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<u>EYFS Early Learning Goals</u>
Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

<u>Key Stage One and Two (Years 1 to 6)</u>

Families and people who care for me

Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up.
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- Where applicable this will be linked to UN Rights of a Child Articles 3, 5 and 9.



Caring friendships

Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded.
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

Respectful relationships

Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve/support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how these can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous).
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts).
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact.
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feeling bad or unsafe around an adult.
- How to ask for advice or help for themselves or others, and to persist until heard.
- How to report concerns or abuse, and the vocabulary needed to do so.
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources.

Mental wellbeing

Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests.

- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough.

Changing adolescent body

Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts concerning the menstrual cycle.

The Federation places a big emphasis on mental health. This is evident in our teaching as well as our training as a staff. Resources for mental health are available on our website and some members of staff have been trained as Emotional Literacy Support Assistants (ELSA).



Equipment and Resources

There are sufficient resources for all PSHE teaching units, these range from colourometers to support Child Whispering and PHSE themed texts to Chromebooks and iPads.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross Curricular links

Computing: Internet safety and harms

- How the internet acts as an integral part of life for most people, with many benefits.
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support concerning issues online.

Physical Education: Physical health and fitness

- The characteristics and mental/physical benefits of leading an active lifestyle.
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with leading an inactive lifestyle (including obesity).
- How and when to seek support, such as which adults to speak to in school if they have health concerns.

Design and Technology and Science: Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning/preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health).

Enhanced Curriculum: Basic first aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

Citizenship: Economic wellbeing and being a responsible citizen

- How to contribute to the life of the classroom, and how to help create and follow group and class rules.
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed).
- That they belong to various groups and communities such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.

- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources.
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices.
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people.
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- To know that there are some cultural practices which are against British law and universal human rights, such as Female Genital Mutilation (FGM).
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment.
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- To consider the lives of people living in other places, and people with different values and customs.
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- About enterprise and the skills that make someone 'enterprising'.
- To explore and critique how the media present information.

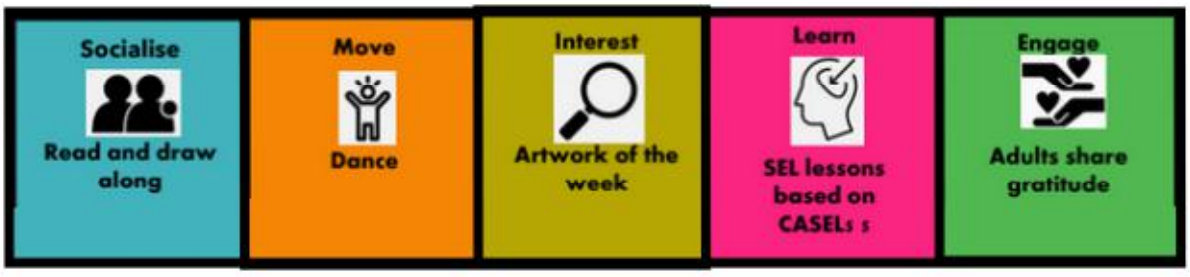
Children will also be taught, through our links with UNICEF and Rights Respecting Schools, how these skills and understanding can be linked to the wider world and the rights of all children.

Curriculum Delivery

Throughout the federation, PSHE is taught as a discrete lesson and as part of cross-curricular themes when appropriate. At Sparhawk Infant and Nursery School the scheme Jigsaw is covered.

Teaching and Learning Approaches

- A range of teaching and learning styles are used to teach PSHE.
- Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
  - No crude language.
  - No raised voices/shouting.
  - No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.
- Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- The federation uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our federation.
- The federation consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- Spixworth Infant and Woodland View Junior use Child Whispering as a tool for teaching PSHE alongside a bespoke curriculum tailored to the needs of our pupils. In addition to these resources, the SMILE curriculum is used which focuses on 5 different areas.



Planning Expectations

- The federation uses direct teaching via timetabled lessons.

- PSHE is taught in discrete curriculum time, delivered by staff, once per fortnight at Spixworth and Woodland View but weekly at Sparhawk Infant and Nursery School.
- The federation ensures cross-curricular learning through awareness of key themes and how they can be taught through other areas of the curriculum. As Rights Respecting Schools, we use the Rights of the Child as a way to weave PSHE across all areas of learning.
- There is an element of PSHE in pastoral care and the federation will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk. Teachers use a variety of methods to regularly collect pupil voice including fortnightly philosophy sessions, wishes and feelings, surveys and conversations.
- A clear, structured, PSHE Association supported, medium term plan ensures coverage across the curriculum and takes into account mixed age classes. Teachers are encouraged to use their autonomy to ensure lessons are relevant to each cohort's personal life experiences.
- The federation uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- The federation will deliver relationships and health education as part of its timetabled PSHE programme.

Inclusion and Equality of Opportunity

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- Bespoke pastoral support is offered to those children who need it. This can include Lego Therapy, Drawing and Talking or tailored ELSA sessions. Parents can be offered Working on Worries – a parent-Led CBT for child anxiety problems.

Impact

Assessment and reporting

- The federation sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on

knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

- Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention. Learning following our progression document to ensure the correct level of challenge and development across all key stages.
- Pupils' knowledge and understanding is assessed through assessment methods such as observations, written work or pupil voice.
- Children's overall progress will be monitored as per our Marking, Feedback and Assessment policy for all foundation subjects. Children who require additional support may also be assessed via the ESLA referral matrix.

Staff Training

Staff receive regular and rigorous safeguarding training each year.

Nominated staff have been trained in the following:

- ELSA (Emotional Literacy Support)
- Lego therapy
- Mental health champions
- Mental Health Lead
- Working on Worries - Parent-Led CBT for Child Anxiety Problems
- Drawing and Talking - an attachment based therapeutic intervention

Monitoring & Evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Moderation Exercises/Internal Standardisation – a comparison of children's work across classes and year groups
- Book Looks
- Questionnaires/Surveys/Audits
- Learning Walks

- Whole-federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.

- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

<u>Review</u>

- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.