



**Based on the values and principles of the UN
Convention on the Rights of the Child**



PSHEC



POLICY

2019-2021

Agreed by:	Governing Body	
Review date:	September 2021	

Context:

This document outlines how we at Adderley can ensure that the Personal, Social, Health, Economic Education & Citizenship (PSHEC) provision is the best that we can possibly offer to the children and provides the opportunities for the children to achieve their full potential. We see PSHEC as being at the centre of the teaching and learning of our pupils and we focus on developing children's Social, Moral, Spiritual and Cultural education. It has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment and involvement of the school community as a whole.

Aims of the PSHEC Policy:

The aims of the PSHEC policy are:

- 1) To establish an entitlement for all pupils
- 2) To establish expectations for teachers of this subject
- 3) To promote continuity and coherence across the school
- 4) To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum
- 5) To provide every child with learning experiences that will enable them to achieve their potential and lead a fulfilling life.
- 6) To meet the needs of all by taking into account the differences of gender, ability, ethnicity, sexuality, cultural, social and religious backgrounds.
- 7) To promote the spiritual, moral, cultural, mental, emotional and physical development of pupils.
- 8) To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- 9) To encourage parents and the community to play an active part in life at the school.
- 10) To liaise with groups that benefit the school.
- 11) To keep children safe from radical or extreme views.
- 12) To make pupils aware of their own rights within society
- 13) To promote the Global Goals to ensure pupils live in a sustainable community

The importance of PSHEC to the curriculum:

PSHEC enables pupils to become effective learners and supports them as they move through childhood to become independent young global citizens of this society.

PSHEC helps pupils to:

- Promote their spiritual, moral, cultural, mental, emotional and physical development of pupils.
- Prepare for the opportunities, responsibilities and experiences of adult life.
- Acquire knowledge and understanding of themselves, others and the world they live in.
- Develop skills for living
- Understand and manage their emotions
- Become morally and socially responsible
- Take on a range of roles and responsibilities
- Value themselves and respect others
- Contribute to their community

- Appreciate difference and diversity
- Participate actively in a democracy
- Safeguard the environment
- Provide a broad curriculum to allow pupils to make informed choices in everyday life

Learning and Teaching:

There are five broad aspects of learning in PSHEC;

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social Skills

PSHEC is based upon the notion that skills are effectively learnt through:

- A whole school approach to creating the climate and conditions for learning that implicitly promote the skills and allow these to be practised and consolidated.
- Direct and focused learning opportunities (during PSHEC lessons, PSHEC across the curriculum).
- Using learning and teaching approaches that support students to learn new skills and consolidate those already learnt.
- Staff development.

The three strands which are necessary for effective learning in all areas of PSHEC are knowledge, skills and attitudes. These will be evident in all PSHEC teaching and will enable pupils to:

- Develop self-awareness and positive self esteem
- Become more mature, independent and self-confident
- Learn to respect the differences between people and cultures
- Learn to keep themselves and others safe
- Develop effective and satisfying relationships
- Make informed choices about their health, lifestyle and environment
- Develop their sense of social justice and moral responsibility
- Take more responsibility, individually and as a group to resist bullying
- Begin to understand that their own choices and behaviour can affect local, national or global issues
- Play an active role as members of the school and citizens in the wider society
- Make the most of their abilities
- Be aware of different types of Bullying such as Homophobia and how this can be tackled

Statutory Requirements:

PSHEC is a subject for which non-statutory guidelines are provided in the National Curriculum.

These guidelines set out desired knowledge, skills and understanding in four areas:

- 1) Developing confidence and responsibility and making the most of their abilities
- 2) Preparing to play an active role as citizens

- 3) Developing a safer, healthy lifestyle
- 4) Developing good relationships and respecting the differences between people
- 5) Making a positive contribution to a growing a sustainable society

Rights Respecting School:

Currently, Adderley have achieved the Gold Level. At Adderley, children are explicitly taught about the United Convention Rights of a Child within PSHEC lessons as well as through all aspects of school life. Rights Respecting language is used by all children and adults, including Lunchtime Supervisors. Class and School charters outline the rights and responsibilities of children within the school. Children understand their impact on other children's rights locally and globally and are encouraged to make active decisions to support others around the world. Parents are informed through Newsletters, School Website and Twitter regarding their children's learning of their rights.

Citizenship:

The incorporation of Citizenship in PSHEC allows for an integrated approach to the major themes of Citizenship such as Rules, Communities, Conflict, and Making Choices etc. In lessons where Citizenship is taught, children learn about:

- The Equality Act 2010
- Diversity in the community
- Living in a multicultural society
- How people's differing views can divide a society
- What are British Values and how it affects our society

In the Citizenship unit of work, children will be learning to raise their awareness of issues that may lead to extremism and radicalisation, and to help them prevent this happening in their lives. Children will also be learning about multicultural Britain and how to be safe and keep others safe from harmful behaviour, including, extremism and radicalisation.

The school has recently achieved the UNICEF Rights Respecting Schools Award (2017).

Tackling Extremism and radicalisation through PSHEC:

PSHEC lessons including teaching children about Extremism and Radicalisation and preparing them for the wider world. This is done in a sensitive manner and appropriate for the age of the children.

- Key Stage 1: Children are taught about what makes positive relationships and how to identify negative relationships. They are taught about how people can be hurt in a relationship due to the actions or views of one person.
- Key Stage 2: Children in Years 4, 5 and 6 are taught about the terms Extremism and Radicalisation. Children are made aware of how society can be divided due to the negative thoughts of individuals. Examples from history are used in these lessons (e.g. Hitler and the Nazis).

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Child Sexual Exploitation (CSE):

Planning of CSE is aimed at helping children make positive choices and informed decisions in relationships so that they can protect themselves from sexual exploitation. Positive relationships with school staff will encourage children to disclose any worries about their own safety or the safety of another pupil. Linking the teaching with relevant school policies, including those on Sex and Relationships Education (SRE), E-safety, Anti-bullying and Child Protection will help to ensure clear links with the whole school ethos.

- Key Stage 1: Children are taught about different types of bullying. They will learn about what makes a healthy, positive relationship and what makes an unhealthy relationship.
- Key Stage 2: In Year 3 and 4, children are taught the qualities of good and bad relationships. The Year 5 Curriculum explores girl's perceptions of boys and boy's perception of girls in a variety of situations. In Year 6, children will explore issues such as Grooming, Domestic Violence and Female Genital Mutilation.

Key messages about healthy relationships will be taught to all ages using age and key stage appropriate language to explore topics such as friendships, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

Relationships and Sex Education (RSE):

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

High quality, evidence-based and age-appropriate teaching of SRE will help prepare pupils for the opportunities, responsibilities and experiences of adult life. SRE will also enable Adderley Primary School to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RSE is the responsibility of Governors and Parents as well as the school staff. SRE is taught as part of the PSHEC programme. The importance of stable, loving relationships are key (See RSE Policy). RSE is also taught through work by external agencies such as Women's Aid. The agency works specifically with Year 5 and 6 children.

Economic Education

Adderley Primary School believes that Business Enterprise plays a vital part of the school curriculum as it provides opportunities for different kinds of learning within and across curricular areas. Features of enterprising learning will help children to be confident individuals and feel equipped with skills for life. Children will improve upon many skills to cope with a rapidly changing world such as work effectively in teams, be creative, innovative, manage risks, respond positively to challenge, take on leadership roles, pose sophisticated questions about the real world, risk taking and managing money. We aim for pupils to experience two enterprise projects each year with their class and to be exposed to an enterprise approach across curriculum. We strive to build and nurture the

concept of enterprise throughout the school in order to equip children with the skills, understanding, confidence and creativity needed for their future working lives.

Strategy for Implementation:

Entitlement and Curriculum Provision: An hour a week is dedicated to the teaching of PSHEC in the Autumn, Spring and Summer term. However, in line with the Global Learning Curriculum, there is a close link between the development of skills and subject knowledge in PSHEC and other foundation subjects such as RMSE. Time allocated for some topics such as the teaching of sex, drug and alcohol education is accounted for in the teaching of Science.

PSHEC cannot always be confined to specific timetabled time and therefore it is also delivered within a whole school approach which includes

- Discrete curriculum time
- Teaching PSHEC through and in other subjects/curriculum areas
- Through PSHEC activities and school events (e.g. Assemblies)
- Through pastoral care and guidance

Teaching of PSHEC:

There are seven whole themes to enhance children's ability to develop social, emotional and behavioural skills. Throughout the children's time at school, these themes will be revisited to develop their skills further (see PSHEC curriculum overview). As a school, we personalise these resources so they are meeting the needs of the children at our school.

Furthermore, 'The 7 Habits of Happy Kids' by Sean Covey is ingrained into the planning of the Personal and Social aspect of the curriculum. These 7 Habits are life skills which will aid children with their academic and personal development. Each year group has been assigned a habit to ensure mastery understanding of each habit.

In addition, the Global Goals have been used alongside with the Health Education curriculum. The purpose is that pupils not only focus on their own health but the health and sustainability of the planet. As a result pupils will gain a deeper understanding of how the effects on the planet can have a direct effect on their own personal health.

We use a range of teaching and learning styles. We place emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate for themselves. We offer children the opportunity to hear visiting speakers, such as health workers and the police whom we invite to the school to talk about their role in creating a positive and supportive local community.

Working with External Agencies:

As part of teaching PSHEC in school, we invite different agencies to speak and work with our children, such as the Stolen Lives Project, NSPCC and Birmingham and Solihull Women's Aid. These are professionals who teach more sensitive issues to children in an age-appropriate way.

For example, Birmingham and Solihull Women's Aid organise workshops for year 5 and 6 children.

These workshops cover topics such as:

- Respectful Relationships
- Consequences of Violence
- Gender Matters
- What is Abusive Behaviour?
- Issues for Children and Young People and Help Seeking
- Grooming and Keeping Safe
- Online Safety
- Female Genital Mutilation
- Forced Marriage

Cross-Curricular links:

We make every effort to ensure that links are made across the different areas of the curriculum. The use of the Global Goals which is embedded within the Health Education lessons and the UNICEF rights and 7 Habits which is embedded into the Physical and Social lessons allows for a number of cross curricular links. For example:

- Communication and Language: Skills in enquiry and communication, stories that illustrate aspects of personal development.
- Mathematical Development: Problem solving skills.
- Knowledge and Understanding of the World: Health (including medicines), safety and the environment.
- Creative Development: Health and safety, healthy eating.
- Physical development: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- RMSE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Planning:

Planning is based around the school's own curriculum overview which is tailored to the needs of the children at Adderley Primary School. The school's curriculum plan is taken from the National Curriculum document. DSEN, EAL and More Able and Talented children will receive appropriate support and challenge through differentiation. The school's curriculum has incorporated whole school agendas and passions such as 7 Habits, British Values, Global Goals and UNICEF children's rights.

Resources:

The PSHEC leaders will ensure that resources are made available and updated as and when required. There are available resources for each topic planned and all the resources are saved on the school system for all the staff to access. Additionally, there are now books available at the library under diverse/equality books to accompany the PSHEC lessons. The school also has 'Votes for Schools', an online voting platform where children learn about relevant and current issues, discussing it as a class and then vote on the matter.

Monitoring and Evaluation:

Performance is monitored by the SLT and the PSHEC Leaders and will be ongoing on a ½ termly basis. Progress will be monitored and evaluated through portfolio and planning scrutinies, pupil voice and internal displays. Findings from the portfolio and planning scrutinies and pupil voice will be fed back to staff as an ongoing means of continued professional development in written and verbal form.

Inclusion:

PSHEC positively supports the schools policy for Inclusion. All pupils and staff participate in these lessons. PSHEC activities provide opportunities for all individuals and the whole group to consider who, how and why people sometimes feel excluded.

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

School Development Plan:

The priorities for the PSHEC curriculum are in line with the School Development Plan. All action points are outlined in the SDP. The PSHEC leaders are responsible for communicating and implementing the PSHEC action plan.

INSET:

The PSHEC leaders will liaise with the Strategic Leadership Team to ensure quality training is provided to the staff at Adderley. The PSHEC leaders will lead on INSET for all staff in their development to impact learning and teaching. Some examples of CPD staff will receive are:

- Learning and teaching
- Assessment
- On-going coaching with feedback
- Women's Aid
- Other external agencies

Accountability:

The PSHEC leaders are directly responsible for the monitoring and evaluation of the PSHEC curriculum. The primary accountability is to the children of the school, then the Governors, Head teacher and Strategic Leadership Team.

The PSHEC Leads will:

- Raise awareness amongst all staff of their contribution to the pupil's personal and social development.
- Establish a shared view of best practice to which all pupils are entitled.
- Agree the main priorities for the pupil's 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 pupil's responses to the programme.
- Carry out a continuous process of review and development of the programme.
- Order and monitor resources.