

Willingham Primary School



Personal, Social, Health and Citizenship Education Policy

March 2022

Date Reviewed: 3rd March 2022

Next Review Date: March 2025



This Personal, Social, Health and Citizenship Education policy must be read in conjunction with our Relationships Education Policy.

1 Context

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education* from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

1.2 Wider Context

Our approach to the teaching of PSHCE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

1.3 Our beliefs about PSHCE

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

1.4 Defining PSHCE

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.



Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g., road safety and financial education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

1.5 Intent of our PSHCE Curriculum

Our aims for PSHCE are:

- to enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- to support the development of resilience, self-esteem, self-efficacy and aspiration
- to offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- to explore the relevance of knowledge for personal situations and decision making
- to offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- to offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Implementing Policy

2.1 School Aims and Values

This PSHCE policy is set within the wider context of the school's aims and values.

The WPS mission is "to provide pupils with the knowledge, experiences and confidence they need to excel at secondary school and so that they can make the choices, now and in the future, to have a happy, fulfilling life."

At WPS we value: hard work, integrity and kindness.

And we drive towards the following outcomes:

- active participation: we all engage with the world around us and focus our attention on what matters
- equitable success: we believe that through knowledge and opportunity, we can all become the best versions of ourselves
- improvement: we recognise learning is a long process, but we try to get better each day.

2.2 Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life and ethos of the school and in children's learning, within the context of national and local guidance
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE
- ensure the curriculum content is progressive, of high quality and in line with local and national guidance
- ensure a consistent approach to planning, delivering and resourcing PSHCE
- ensure regular, appropriate assessment of children's learning



- promote partnership work with parents/carers to support children’s learning and development in PSHCE, health and wellbeing
- ensure regular review of the PSHCE curriculum and practice with all stakeholders

2.3 Related Policies

This policy acts as an overarching policy. The following policies expand on how related areas are delivered:

Relationships Education, Self-Regulation and Behaviour (includes Anti-Bullying), Safeguarding and Child Protection, Special Educational Needs (SEN), Equality and Diversity, Accessibility Plan, Health and Safety, Intimate Care, Medical Conditions, Staff Code of Conduct, Use of Visits/Visitors, Acceptable Use and E-Safety, Physical Education (PE) and Prevent Action Plan.

2.4 Implementing Our PSHE Curriculum

Our PSHE and Citizenship Programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-Bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

2.5 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children’s fiction.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.



We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

2.6 Confidentiality and Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of ground rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children’s fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school’s policies/guidance on confidentiality, safeguarding and child protection, and staff code of conduct.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns using MyConcern (safeguarding software), or if immediate risk or harm is potential, in-person to the Designated Safeguarding Lead (DSL) immediately.

3 Involving the Whole School Community

3.1 Working with Staff

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff Professional Development meetings to introduce new areas of work, to support staff in providing parents/carers with information and review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Through the PSHCE Lead monitoring and informal discussions with staff, individual staff members will be offered additional support if needed.

We recognise that PSHCE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff, for example, midday supervisors.

Staff members are informed about the location and content of policies that apply throughout the school.

The PSHCE Lead receives training in their role which is given through an Senior Management Team-member Senior Subject Lead in-school and through the school subscription to the Cambridgeshire PSHE Service. This supports them to lead on the development of the school’s policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.



3.2 Engaging with Pupils

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- We will engage children in areas of whole school development such as mental health work and friendship support so that their learning does not only take place in classroom settings.
- We will utilise school council, House Days and whole school assemblies to engage with children on key areas of whole school development.

3.3 Working with Governors

When aspects of PSHCE appear in whole school development planning, curriculum governors will reflect on, monitor and review the work as appropriate and feedback to the Full Governing Body.

The full governing body plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

3.4 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers of termly PSHCE topics on the website (Curriculum Map under the Curriculum tab) and through termly curriculum letters (via Pupil Asset at start of each term)
- informing parents/carers by email of forthcoming Sex Education lessons and their content
- inviting parents/carers with concerns about the PSHCE content or approach into school to discuss parent/carer's beliefs/values and openly share the PSHCE ethos, resources and plans
- informing parents/carers about wider curricular aspects of the PSHCE curriculum through emails e.g. road safety/local police force newsletters, information about online safety/digital lifestyle, mental health House Days
- providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children e.g. in regard to online safety or RSE
- including out of school learning/family learning opportunities within our curriculum for PSHCE

Parents and carers will be given access to this policy on request. It is also available on the school website (Policies section under the Information tab).

3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

When visitors are used to support the PSHCE programme, the school's policy on Safeguarding and Child Protection and Staff Code of Conduct is followed. See [Working with school visitors in PSHCE](#) (Also saved in the



PSHE folder within the Curriculum Team for staff access.) for a planning process which supports us in working in partnership with visitors.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, residential trips that build relationship, group and communication skills, managing risk, road safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church e.g., harvest assembly and Christmas service
- charity fundraising e.g., Harvest food bank donation, supporting events such as Comic Relief and Children in Need
- school clubs e.g., choir involvement with a fundraising record, running club
- parent/carer invitation to year group production or festival assembly
- parent/carer drop-in sessions at the end of the day to view work with child(ren)
- citizenship visits e.g., MP visits and School Council visit to the Houses of Parliament, EYFS/KS1 Police Officer and Fire Service visits
- community use of school premises e.g., Brownies and Guides

4 Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum, e.g., science, RE, PE
- enrichment weeks/days, e.g., anti-bullying week, mental health days, digital lifestyle standalone half-termly lessons
- visitors, e.g., Fire Service, PCSO, parent doctors and nurses
- residential/day visits and courses, e.g., trip to Grafham Water, visit to a recycling centre, Bikeability
- assemblies on our school's values and drivers
- 1 to 1 and small group interventions with our Emotional Support Assistant (ESA)

We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

4.1 Teaching Methodologies



A wide range of methodology is used in teaching the PSHCE curriculum. The focus is on engaged learning, and approaches include: *Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology.* Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHCE are employed in other areas of the curriculum to further develop communication, group work and debating skills.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules for lessons, which ensure that every child feels safe and can learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE Subject Lead or Senior Subject Lead. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question Box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as RSE and Drug Education is provided by the Cambridgeshire PSHE Service, to which WPS subscribe. This information can be accessed by the PSHCE Lead and will be shared with staff by the PSHCE Lead.

4.2 Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE. The key texts we use are listed within the Cambridgeshire PDP Units of Work. We also use a variety of resources relating to Digital Lifestyles, including resources from websites such as BBC Teach, <https://saferinternet.org.uk/> and <https://www.thinkuknow.co.uk/>.

For any additional resources used, we will ensure careful evaluation before using them. See [Checklist for selecting resources](#) for further guidance (also saved in the PSHE folder within the Curriculum Team for staff access).

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations. Video clips will always be watched by a member of staff before being used with pupils and where possible, websites such as viewpure will be used to remove ads and hyperlinks.

4.3 Assessment, Recording, Reporting



We assess children’s learning in PSHCE in line with approaches used in the rest of the curriculum. Children’s learning is planned using learning objectives which are explained to the children. Teachers draw on their observation of children’s learning and children’s self-assessment to arrive at their overall assessments.

Children record thoughts and key learning in their own PSHCE book.

Teacher assessment is used to provide an overview of the child’s learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth.

Summaries of assessment information are used to assess children’s learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We report to parents/carers at the end of the school year on children’s learning and progress within PSHCE.

5 Monitoring the Impact

5.1 The Process for Development and Review

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated, progressive curriculum which is in line with statutory requirements through the consistent use of the Cambridgeshire Personal Development Programme (curriculum overview and plans).
- A flexible approach to delivering PSHCE that responds to children’s needs (identified through curriculum review, behaviour monitoring, questionnaires, pupil voice, responding to individual/group/year group/whole school concerns) is in place.
- There are clearly identified learning objectives for all PSHCE activities, and children’s learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHCE, for example, through questionnaires, listening to individual concerns/views.
- Our website reflects our provision in PSHCE.

The PSHCE lead, Senior PSHCE Lead and Head Teacher are responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by 01/03/2025.

5.2 Location and Dissemination



This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website (Policies section under Information tab) and for staff, in the Key Documents & Policies Team.

6. Our School Long Term Plan for PSHCE

Our long-term plan for PSHCE is outlined on our Curriculum Map on our website.

