



"Inspiring a love of lifelong learning"

Personal, Social, Health and Citizenship Education (PSHCE)

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Learning at Charville is underpinned by our Core Values

Respect
Independence
Self-belief
Honesty
Caring
Determination

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Scope

- 1.1 Personal, Social, Health and Citizenship Education (PSHCE) is a non-statutory subject within the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHCE), drawing on good practice'.
- 1.2 Academies, free schools and independent schools are not bound by the national curriculum, however all schools share the same statutory duties. Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. PSHCE education makes a major contribution to schools fulfilling this duty.
- 1.3 Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHCE.'
- 1.4 The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHCE education, with its focus on identity and equality, can help schools to fulfil this duty.
- 1.5 In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.'
- 1.6 At Charville, we believe that our PSHCE programme of study brings together citizenship and personal wellbeing through a Values Based Education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and citizenship education (PSHCE). It also enables children to become healthy, independent, confident and responsible members of society. They learn to appreciate what it means to be a positive member of a diverse, multicultural community.
- 1.7 We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- 1.8 We must teach health education under the same statutory guidance.

2. Aims

- 2.1 Our intention is that when children leave Charville for the next phase of their education, they will do so with the knowledge, understanding and emotional intelligence to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an

appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have positive mental health and well-being.

- 2.2 Our PSHCE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our children's mental health and wellbeing is a primary focus of our curriculum. It is important that they are able to identify their emotions and select appropriate self-regulation strategies in order to support positive mental health wellbeing. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives. Woven through the heart of our PSHCE teaching, is a commitment to enhancing and promoting our school values.

3. Objectives

- 3.1 The objectives of personal, social and health education and citizenship are to enable children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for positive relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop positive relationships with other members of the school and the wider community.
- have a secure understanding of positive mental health and wellbeing and how it can be achieved.
- know who they can talk to if they feel unhappy or unsafe.

4. Values

- 4.1 PSHCE education is guided by Charville's six core values: Respect, Independence, Self-belief, Honesty, Caring and Determination. It is also supported by 16 further values: Pride, Precision, Dedication, Altruism, Empathy, Forgiveness, Challenge, Integrity, Co-operation, Peace, Resilience, Courage, Ambition, Fairness, Justice, and Patience.

In addition to our school values, Charville also promotes the fundamental British Values of Democracy, the Rule of Law, Individual Liberty and mutual Respect and Tolerance of those with different faiths and beliefs. Through PSHCE lessons, assemblies and planned follow-up work, we foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

4.2 Democracy

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council

are based on pupil votes. Our school Council is able to genuinely effect change within the school. Pupils in Upper Key Stage Two have the opportunity to run for the role of House Captains. They organise and run their own campaigns, and every pupil in the school has the opportunity to vote for the candidate who they believe to be the most suitable. This supports them to understand how citizens can influence decision-making through the democratic process.

4.3 The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Our system for behaviour is underpinned by our school values alongside an agreed set of codes. Through our PSHCE curriculum, children learn about the school's expectations, routines, values and standards for positive behaviour. Children are asked to identify which values they have not followed and which aspects of the code they have broken to ensure that this connection is made and understood.

Pupils are taught the value and reasons behind laws, that govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police and the fire service are regular parts of our calendar and they help to reinforce this message.

4.4 Individual Liberty

At Charville, pupils are actively encouraged to make choices, safe in the knowledge that they are in a protective and supportive environment. As a school, we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety teaching and PSHCE and RSE curriculum.

Pupils are given the freedom to make choices, for example, signing up for extra-curricular clubs. EYFS pupils are given the freedom to self-select their learning activities. All pupils are encouraged to make personal choices about the food that they eat.

4.5 Mutual Respect

Our school ethos is rooted in our core Values, including Respect and Caring, and these values determine how we live as a community at Charville Academy. Pupils are consistently reminded of the importance of showing respect to all members of our school and wider community.

4.6 Tolerance

At Charville, we achieve Tolerance through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community.

5. Learning and Teaching

- 5.1 We adopt a range of learning and teaching techniques and place an emphasis on active learning by including pupils in discussions, investigations and problem-solving activities. Lessons are organised in such a way that pupils are able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour. Pupils are encouraged to take part in a range of practical activities that promote active citizenship, including fundraising, visits to the wider community and open days.
- 5.2 At Charville, we adopt a whole school approach to PSHCE, guided by our school values. The values support the curriculum by developing an understanding of the social and emotional aspects of learning. Each month, the whole school focuses on one of the values as well as other aspects of the PSHE curriculum, including identity, relationships and safety.
- 5.3 Weekly assemblies introduce and reflect on the value of the month. Teachers nominate a child who has exemplified the qualities discussed for the week's theme to be the values ambassador of the week. These children get the opportunity to attend a tea party with the Head Teacher, where they discuss the ways in which they have shown the values. When displaying positive behaviour, following school's values and for academic achievements, the children receive a house point or a star as a reward.
- 5.4 Our PSHCE curriculum is broad, balanced and based on knowledge.
- 5.5 Our PSHCE curriculum is supplemented by visiting speakers, including health workers, police officers and representatives from charities such as the NSPCC. Visitors to the classroom bring their expertise to enrich pupil's learning. Learning objectives and outcomes are agreed prior to the visit. Visitors form just one part of our planned, developmental programme.
- 5.6 Year 6 children are offered the opportunity to attend a residential visit, where there is a particular focus on developing pupils' self-esteem. It gives them opportunities to develop leadership and co-operative skills.
- 5.7 Where appropriate, the PSHCE and Citizenship curriculum is taught and developed in a cross-curricular way, through links with Religious Education, Geography, Science, History and PE.

6. PSHCE in the EYFS

- 6.1 In the Early Years Foundation Stage, PSHCE is encouraged through the 'Personal, Social and Emotional Development' curriculum.
- 6.2 PSHCE is about making connections and is strongly linked to play. PSHCE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.
- 6.3 PSHCE and Citizenship in the EYFS comes under the umbrella of Personal, Social and Emotional Development; one of the 7 areas of learning. Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. This area of learning is about emotional well-being, knowing who you are and where you belong in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.
- 6.4 At Charville, much of children's Personal, Social and Emotional development is done continuously through talking and interacting with others. However, all children in the EYFS

take part in regular PSHCE and thinking skills sessions, which are supported by resources such as props and videos.

7. Inclusion

- 7.1 Pupils with Special Educational Needs and Disabilities follow the same PSHCE programme as all other students. Careful consideration is given with regards to the level of differentiation needed, and in some cases the content and delivery are adapted to suit the needs of individual pupils. Learning Mentors and Teaching Assistants support individual pupils where required. When teaching PSHE and Citizenship, targets set for pupils with Educational Healthcare Plans are considered.
- 7.2 Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.
- 7.3 Charville Academy strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, maturity, sex, gender identity, religion or sexual orientation or whether they are looked after children. We respect how pupils choose to identify themselves. Our PSHCE curriculum is sensitive to the different needs of individual pupils and is adapted over time as the pupil population changes.
- 7.4 Staff set high expectations to inspire and motivate pupils. Each individual is exposed to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively. This includes, but is not limited to, boys and girls, pupils with diverse additional educational needs and pupils from all social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions that they make, regardless of their background. Knowledge, skills and understanding are taught to suit pupils' current attainment level and care is taken to ensure that all learning is appropriate. This ensures that all pupils, including those with Special Educational Needs and Disabilities, can make progress.

8. Confidentiality

- 8.1 Due to the nature of PSHCE, pupils' learning may result in them seeking advice or support on a specific personal issue. Pupils will be informed about confidentiality. Sensitive and/or controversial issues will be clarified by the teacher with the pupils and the issues of confidentiality explained. See confidentiality policy.

9. Monitoring and Review

- 9.1 Monitoring of the planning and implementation of PSHCE will be in accordance with our monitoring policy.

10. Appendices

- 10.1 Appendix 1- PSHCE Curriculum Overview 2022-2023

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Approved by Governors:

Appendix 1: PSHCE Curriculum Overview 2022-2023

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit Title	Feelings	People Who Care for Me	Economic Wellbeing	Recognising Risk and Responsibility	Feeling Good and Being Me	Life Changes
	Content	Zones of Regulation	Different types of families Changing families	Where does money come from? What do people do with their money?	Dangers around the house (harmful substances) Being safe: stranger danger The underwear rule	5 ways to Wellbeing- keep active Playtimes – physical health and changing friendships	Birth to death Death of a pet
Year 2	Unit Title	Feelings	My World Near and Far	Recognising Risk and Responsibility	Medicines and Me	Feeling Good and Being Me	Life Changes
	Content	Zones of Regulation Body image and self esteem Growth mindset	Cultures Sense of belonging	Feeling unsafe Worries Risks outside the home	Taking care of one another Empathy Lifelong health conditions	5 ways to Wellbeing- keep active Mental health and emotional wellbeing Healthy eating and lifestyle	Love and death
Year 3	Unit Title	Feelings	Bullying	Recognising Risk and Responsibility	Economic Wellbeing	Feeling Good and Being Me	Life Changes

	Content	Zones of regulation Strong emotions Body image and self esteem Boundaries	Bullying Cyberbullying	Health promoting environments Smoking tobacco is a drug / stopping smoking	Where does money come from? Careers	5 ways to Wellbeing (Connect) Valuing others-being same and different Gender stereotypes	Eating healthily What's happening to me? Healthy environments
Year 4	Unit Title	Feelings	Leaders	Recognising Risk and Responsibility	Growing and Changing	Feeling Good and Being Me	Living in a Diverse World
	Content	Zones of Regulation Strong emotions-negative Growth mindset	World leaders Qualities of a leader Gender stereotypes	Drugs Making choices Online relationships	Puberty Periods Physical and emotional changes	5 ways to Wellbeing (taking notice) Valuing others in the communities Looking after the community Climate change	Ethnicity Equality Tolerance
Year 5	Unit Title	Feelings	Activism	Living in a Diverse World	Economic Wellbeing	Feeling Good and Being Me	Life Changes

	Content	Zones of Regulation Criticism and making mistakes	What makes someone an activist? Activism in art, music and poetry	Being the same being different Gender, equality and unconscious bias	Financial planning Where does money come from? Financial responsibility	5 ways to wellbeing (keep earning) Drugs and volatile substances Knife Crime Poverty	Death Families Marriage Forced marriage Honour based violence
Year 6	Unit Title	Feelings	Online Safety	Feeling Good and Being Me	Relationship Equality	Growing and Changing	Life Changes
	Content	Zones of Regulation Being safe Positive relationships		5 ways to wellbeing (giving and connecting)	LGBTQIA+ Refugees	Human reproduction CSE FGM Sexting How drugs affect us	Secondary transfer Summer safety