



Personal Social, Health and Economic Education Policy

Introduction

Our school provides a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: - 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. Personal, Social, Health and Economic Education (PSHE) is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing and to help prepare pupils for life within their communities, thereby becoming good citizens.

Our PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. A spiral programme (from Reception to Year 6) ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. A focus will always be maintained on Fundamental British Values of democracy, rule of law and tolerance of others.

In addition, the DfE publication 'guidance on PSHE' states that the subject is an important part of all pupil's education' and that:
'Schools should seek to use PSHE education to build, where appropriate, on statutory content already outlined in the national curriculum, the basic school curriculum, the statutory guidance on :drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Intent

The aim of our Personal, Social, Health and Economic Education curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

PSHE is an integral aspect of our curriculum and one that encompasses all that we aim to achieve through our mission statement and core values; to give children the knowledge, skills and understanding they need to be caring people, responsible citizens and to lead healthy lives.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know how to play a positive and successful role within our society, both as a child and as an adult in the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of an ever-changing society. We aim to provide our children with opportunities to learn about rights and responsibilities, appreciating what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our pupils will also be given the opportunity to explore themselves, their emotions, what is meant by mental wellbeing and develop ways to promote positive mental health.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

We are proud to have an ambitious, knowledge-based PSHE curriculum which stimulates our children into asking searching enquiry questions by using key vocabulary which shapes their learning and enables them to be confident and resilient and ensures they are well prepared for the future, both in education and in life.

Our PSHE 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.

Teaching and Learning

The PSHE Curriculum is based on four 'core themes' within which there will be overlap and flexibility:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Fundamental British Values

HEALTH AND WELLBEING

In Key Stages 1 and 2, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe, including online
- about managing change, including puberty, transition and loss

- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

RELATIONSHIPS

In Key Stages 1 and 2, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying, banter and abuse, including cyber- bullying
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

LIVING IN THE WIDER WORLD

In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

FUNDAMENTAL BRITISH VALUES

To provide opportunities for children in the school, relevant to age and understanding, to be able to live in British society and exercise the values of tolerance (cultural, religious and linguistic), democracy and rule of law.

PSHE Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. In EYFS, PSHE will be taught throughout all the areas of learning but specifically the Personal Social and Emotional Development (PSED) EYFS curriculum within 'Development Matters'. In the revised EYFS framework, PSED is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Implementation

The PSHE curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression. The application of knowledge for each area studied is identified and how the knowledge is applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'.

Our PSHE curriculum uses an enquiry-based approach. Each area studied has its own enquiry-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Across the federation, our PSHE curriculum covers all areas of the subject and is integrated into many areas of the curriculum. As well as this, one timetabled PSHE lesson per week is taught throughout key stage one and two.

We also pride ourselves on providing a range of other opportunities for children to be involved in PSHE outside of the lessons. We provide a selection of themed weeks, stand-alone lessons, themed afternoons and assemblies to cover a variety of topics. These include: Mental Health Awareness, Black History, Anti-Bullying and Road Safety. This provides children with in-depth focused sessions to contemplate and discuss difficult and thought-provoking topics in a safe environment- something we feel is extremely important considering the ever-changing society we live in today.

We are equally keen to be reactive to any topics or issues that may arise during the academic year and to provide learning opportunities for pupils, and staff alike, if this is needed. This includes providing extra learning opportunities or resources for 'resilience', 'being a good friend' or 'coping with change'.

We have identified the application of knowledge that we will implement to enable our pupils to become successful PSHE scholars. This is set out in more detail in our termly plans.

- **Investigation**
- **Expression**
- **Interpretation**
- **Reflection**
- **Commitment**
- **Empathy**
- **Application**
- **Discernment**
- **Analysis**

- **Synthesis**
- **Evaluation**

The application of knowledge to be a PSHE scholar:

INVESTIGATION – in PSHE this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information.

EXPRESSION – in PSHE this includes:

- the ability to explain patterns of behaviour, beliefs, feelings and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE issues through a variety of media.

INTERPRETATION – in PSHE this includes:

- the ability to draw meaning from different viewpoints, world events and societal change;
- the ability to know that we are all different and we live in a diverse world;
- the ability to use health information to be informed on issues pertaining to health and safety;
- the ability to be informed on physiological and emotional changes;
- the ability to be informed on good and bad choices and how to respond to different situations;
- the ability to know where to seek help and advice.

REFLECTION – in PSHE this includes:

- the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;
- the ability to think with clarity and care about significant events, emotions and change.

EMPATHY – in PSHE this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others and to see issues from their point of view.

APPLICATION – in PSHE this includes:

- making the association between personal experiences and those of others;
- making the association between individual, groups, community, national and international life.

DISCERNMENT-in PSHE this includes:

- developing insight into people, motives, actions and consequences;
- the ability to understand emotional and physical wellbeing;
- the ability to understand different types of families and relationships;
- seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.

ANALYSIS – in PSHE this includes:

- distinguishing between opinion, belief and fact.

SYNTHESIS – in PSHE this includes:

- linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern;
- connecting different aspects of life.

EVALUATION – in PSHE this includes:

- the ability to debate issues of significance with reference to evidence and argument;
- weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.

The Implementation of PSHE at the Emmaus Federation

- We comply with the legal requirements for the teaching of PSHE by following the PSHE Association's Programme of Study.
- PSHE is taught on a weekly basis in each year group but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding and provide cultural capital, such as our e-safety events or assemblies and themed charity events.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand PSHE and to use these skills across the curriculum.
- Working Walls: PSHE Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of PSHE.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including: Personal, Social and Emotional Development, People and Communities and Understanding the World.
- Text: Children will have access to a growing variety of subject specific books and links to e-learning sites.
- Teachers assess children's work in PSHE by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further.

- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in PSHE is reported to parents.

Spiritual, Moral, Social and Cultural Development

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must promote 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.'

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The Federation prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

PREVENT: The Issue of Radicalisation

The Counter-Terrorism and Security Act 2015, places a legal responsibility on schools to take every effort to protect members of their community from the threat of radicalisation.

Answering Difficult Questions

Sometimes during the delivery of the PSHE curriculum a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately and can be addressed individually later. The staff believe that individual teachers must use their skill and discretion in these circumstances and refer their concerns to the Head of School/Headteacher. No teacher, or adult supporting the delivery of the PSHE curriculum is obliged to answer personal questions from the children.

The use of visitors

There are various people able to resource and support the school in the delivery of the PSHE programme. These people include parents, the school nurse, religious and health professionals. Visitors will be expected to work within the terms of the school's Visitor and Visiting Speakers Policy.

Role of the PSHE Coordinator

- Endeavour to promote a dynamic approach to the development of PSHE ensuring that PSHE has a high profile.
- To evaluate the standards of PSHE teaching through the analysis of assessment data, book looks, themed events and PSHEE learning journeys.
- To update the PSHE curriculum and oversee its implementation by other staff.
- Keep up to date with developments in PSHE through reading and course attendance.
- Report back on courses attended.
- Advise and support staff with the teaching and learning of PSHE.
- Be responsible for overall auditing and upkeep of all school PSHE resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular PSHE activities as appropriate to staffing and pupil interest, such as #Hello Yellow
- To lead on whole events that include PSHE, such as awareness days.
- Represent the school at external meetings in relation to PSHE.
- To work closely with the lead governor for PSHE.

Signed by: C Collett and J White

Position: Personal, Social Health and Economic Education Co-ordinator

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