PSHE and CITIZENSHIP POLICY

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Suffolk County Council

PSHE and Citizenship (PSHCE)

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Section 1: Context including National and Local Policy and Legislation

This policy supports a whole school approach to Personal, Social, Health, Citizenship and Economic Education (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.

Promoting 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

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.'

The National Curriculum Framework (2021) and the statutory guidance for PSHE Education (2020) state specifically that schools should make provision for PSHE within their school curriculum.

We recognise that PSHCE makes an essential contribution to the requirements of the National Curriculum.

Ofsted

Our PSHCE programme makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in our school, and also to their personal development, behaviour and welfare. The recent Ofsted report into PSHE in schools (see Appendix 1) highlights the link between effective PSHE and overall findings in Ofsted reports.

Health Promoting Schools/Healthy Schools

We are committed to providing a 'Health Promoting School'/'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Policy development
- The school ethos, culture, environment and SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of support services for children
- Staff continuing professional development (CPD), health and wellbeing
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording and monitoring impact and outcomes.

Section 2: Intention of our PSHE and Citizenship (PSHCE)

Our shared beliefs about PSHCE

Our approach to PSHCE/Personal Development consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a 'healthy school' where the health and wellbeing of children and of the whole school community are actively promoted. Our PSHCE/Personal Development Programme 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 stated aims and objectives.

Our PSHCE/Personal Development programme 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, parents, workers and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

Aims of PSHCE

'What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values.

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

- *From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.*
- *This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success.*

PSHE Association March 2024

Defining PSHCE

"Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

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, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle."

(National Curriculum 2021).

The PSHE Subject Association has published a Programme of Study which builds on the National Curriculum (2000). It includes the following definition:

'PSHE education is a school curriculum subject in England that helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential.

PSHE Association March 24

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 Emotional Wellbeing, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles – including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safety Contexts (including Road Safety).

Citizenship – including Diversity and Communities, Rights and Rules and Responsibilities. ~~And Working Together~~.

Economic Wellbeing – including Financial Capability.

Section 3: Implementing our PSHCE Policy in our school

School Aims and Values

With Christian values at its heart and alongside the school's curriculum drivers (**C**are **A**chieve **P**ersevere **E**njoy **L**earn) we have developed a curriculum that has been designed to equip our children to live life for today and tomorrow.

This PSHCE policy is set within the wider context of the school's overall aims and values, which include the following:

At Capel St Mary Primary School:

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs
- We promote pupils' self esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to engage confidently with the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

Aims of our PSHCE policy

The aim of our PSHE and Citizenship 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 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 that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHCE
- ensure that children receive an entitlement curriculum with progression and a high-quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum
- promote partnership work with parent/carers to support children's learning and development in PSHCE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- ensure the continuing development of policy and practice relating to Healthy Schools, with the support of the PSHE Service
- provide guidance about the criteria for selecting and using high quality resources

- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE
- support the PSHCE coordinator in monitoring, reviewing and developing practice.

Related policies

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying and SRE.. These policies include more detailed explanation of implementation of these themes.

It is also linked to and is delivered in the context of the following policies: Anti-Bullying, Behaviour and statement of Behaviour Principles, Child Protection and Safeguarding, Volunteers, Staff Code of Conduct, SEND, Equality of Opportunity, Health and Safety, Healthy Relationships and Sex Education, Confidentiality, ICT acceptable use and E Safety, Nursery, RE, Science. Assessment, Marking and Feedback, Collective Worship and Educational Visits.

Inclusion/Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or 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 full PSHE and Citizenship provision.

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

- their level of vulnerability
    - their need to develop self-esteem and positive body image
- 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.

In order to ensure the PSHCE curriculum meets the needs of all:

- We encourage respect and discourage abuse and exploitation.
- We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE and Citizenship are important vehicles for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

We support children in developing their knowledge about and attitudes towards diversity throughout the Personal Development Programme. This is addressed specifically in units including ‘Diversity and Communities’, ‘Family and Friends’, and ‘Beginning and Belonging’.

Curriculum Organisation

Children receive their entitlement for learning in PSHCE through a spiral curriculum which demonstrates progression. This PSHCE programme is delivered through a variety of opportunities, including:

- designated PSHCE time
- subjects across the curriculum, e.g., science, literacy, RE, Design Technology
- enrichment weeks/days, e.g., Anti-bullying week, Internet Safety Day Children’s Mental Health week
- visitors, e.g., Dental nurse, PCSO
- residential and day visits, e.g., Year 6 visit to PGL Bawdesy

- collective worship
- Zones of Regulation

Methodology

In order to address the 'active learning triangle' of knowledge, skills and attitudes (which is explained further in Appendix 2), a wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive 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.

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 and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the child or children who have asked the question. 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 leaders. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

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 person for safeguarding and child protection, in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as SRE can be found in the specific policies for those areas.

Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE. Our approach to delivering PSHCE will focus on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives and evaluate them before using them.

When PSHCE related resources are being used within other subject areas (for example books about the human body in science), the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children's books, both fiction and non fiction, extensively within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance.

Confidentiality

The nature of PSHCE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated safeguarding lead as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

Section 4 : Involving the whole school and wider community

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 meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff Inset is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate. We recognise that PSHCE and wellbeing are relevant to members of staff in all roles, and ensure they all receive training and support appropriate to their responsibilities.

The role of governors

When aspects of PSHCE appear in whole school development planning~~/RAP~~, a governor ~~will~~ may be assigned to reflect on, monitor and review the work as appropriate.

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

Working with parents and carers

We recognise the key role that parents and 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 and carers by letter via Arbor,,on the website or Class Dojo of forthcoming PSHCE topics and their learning content, where appropriate
- inviting parents/carers to learn more about resources and activities used in PSHCE at planned events, such as SRE information evenings
- providing supportive information about parents'/carers' role in PSHCE and how they can develop protective factors with their children
- including out of school learning opportunities within our curriculum for PSHCE, encouraging children to share at home their learning about all aspects of PSHCE
- Parents and carers will be given access to this policy on request. It is also available on the school's website.

Involving the children

We recognise that an interactive approach to PSHCE will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHCE in ways appropriate to their age.

- We refer to local/countywide/national data e.g., Health Related Behaviour Survey for our school/locality.
- We engage the children in activities to establish their development needs
- We encourage children to ask questions as they arise
- We ask children to reflect on their learning using appropriate success criteria and to set goals for future learning.
- We consult with children, through voice and pupil perceptions about their views of the strengths of our PSHCE programme and the areas to be further developed.

- Through assessment, in particular self assessment, we will learn more from the children about the effectiveness of the teaching and learning and its impact.
- Governors as part of their monitoring of PSHCE also collect pupil perceptions.

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.

Residential visits can 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.

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHCE programme. This reflects our approach to active Citizenship.

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

- links with the church (e.g. Harvest Festival, Christmas and Easter services)
- charity fundraising (e.g. Links with FIND, supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. Faith club, choir performance in care home)
- citizenship visits
- links with local services (e.g. visits from the Police Community Support Officer)
- community use of school premises (e.g. Brownies).

Section 5: Impact - Monitoring, Review and Evaluation

The process for development and review

This policy has been drawn up in consultation with all teaching staff, other school staff and governors.

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 and consistent approach to curriculum delivery has been adopted
- a flexible approach to delivering PSHCE that responds to children's needs is in place
- children are receiving an entitlement curriculum for PSHCE in line with national and local guidance
- 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 on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, children
- opportunities are provided for parents, carers and members of our community to consider the purpose and nature of our PSHCE
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

Assessment, recording and reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. 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 beyond it. Each unit also includes tools for children's self-assessment, and children are supported to participate in this process appropriately for their age and ability.

We also use the school's assessment tracking platform "Insight" to record assessments and track pupil's progress.

We carry out “hot and cold” tasks in KS2 as a form of assessment.

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

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.

Date of Policy: Feb 2026

Next review date: Feb 2028

Section 6: Appendices

Appendix 1: National and local context (including policy and legislation)

Duty to promote wellbeing

Wellbeing is defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect'*. The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing as well as their academic achievement.

Children Act 2004

Education and Inspections Act 2006

DfE Research report

This report highlights the link between wellbeing, behaviour and social and emotional development and learning and achievement:

Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.

The impact of pupil behaviour and wellbeing on educational outcomes, Department for Education, 2012

National Curriculum

All schools must provide a curriculum that is broadly based, balanced and 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.*

This has been reiterated in the National Curriculum Framework published by the DfE in September 2013, which also states:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Department for Education Guidance on PSHE education

The DfE guidance on PSHE education (September 2020) states that the subject remains non-statutory however Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

https://www.gov.uk/government/publications/relationships-education-rse-and-pshe

Ofsted

Guidance **School inspection handbook** Updated 5 April 2024

https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023

Following the link for inspection descriptors

School Website information

Alongside existing guidelines on information schools must publish on their website (as outlined in Schedule 4 of the School Information (England) Regulations 2012) there is a requirement for schools to publish details of their PSHE and RSE curriculum. Additionally, schools are also required to publish their sex and relationships education policy.

Appendix 2: Methodology –The Life Skills approach

The methodologies we use within PSHCE address the Active Learning triangle as shown below. Through this approach, children are encouraged to reflect on and possibly to address or change behaviours through developing their knowledge, skills and attitudes, with self esteem and resilience at the core.

