

Cavendish Church of England Primary School



Personal, Social & Health Education Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Summer 2022
Date to be Reviewed:	Summer 2024

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Intent

At Cavendish Church of England Primary School we aim to develop children's knowledge and understanding of the skills and awareness needed to be able to live safe, fully enriched lives with an appreciation of the wider world; both through the part they can play as individuals and how inter-personal skills can contribute to healthy relationships in a wide variety of forms, enabling positive contributions to and engagement with a range of groups in society.

Our policy intent is to incorporate the vision statement of our school, supporting inclusion and celebrating diversity. We encourage children to see our vision "create a pure heart in me" as an active statement in choosing how to live their lives through self-development, care for own health and wellbeing, through developing positive relationships, and by playing an active role in supporting the needs of others in the wider world. Our aim is for children to have a clear sense of self worth and how they can contribute both now and in the future to local communities, British society and engage in global participation.

Our holistic approach to personal, social and emotional development and mental good health & wellbeing is evident through planned lesson content which meets Government Health & Relationships criteria and is matched to the PSHE Association Programme of Study (recommended by the DfE).

PSHE lessons contribute to meeting section 78 Education Act 2002 in providing a school curriculum which

- a) Promotes the spiritual, moral, cultural mental and physical development of pupils at the school and of society
- b) Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal Social and Health Education is seen as a key component in meeting children's needs as identified by Ofsted expectations for Personal Development. In addition to a weekly dedicated PSHE lesson, the school provides a variety of enrichment experiences across the year and through our cross-curricular links, charity events, physical health activities, and mental health and wellbeing support.

Our school is a Church of England Voluntary Controlled School, and therefore the provision of PSHE reflects key areas of the SIAMS inspection framework: Strand 3 Character Development: Hope, Aspiration and Courageous Advocacy; Strand 4: Community and Living Well Together; Strand 5: Dignity and Respect delivered in a manner consistent with Strand 2 Wisdom, Knowledge and Skills.

Implementation

Teachers will encourage a positive and enthusiastic learning environment where children are all able to achieve. The PSHE curriculum is divided into three key areas: Relationships; Health and Wellbeing; Living in the Wider World. It is taught across the three key stages (KS1, LKS2, UKS2). The curriculum builds on children's experiences in EYFS, most notably through early learning goals: Making relationships, Self confidence & Self awareness, Managing Feelings & Behaviour, Health & Self Care, and Understanding the Wider World.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Teachers follow a two year rolling curriculum to enable all children to engage in all learning units. Each block is revisited and further developed as children move up through the school. Increasing knowledge and development is mapped through the progression document. The PSHE one page profiles identify the key vocabulary in each unit, how families can help support at home. They also detail clear links to our vision statement and how British Values and SMSC are specifically covered in each block.

Whilst relationships and health education are statutory, the school offers an additional unit on Sex Relationships Education which is covered by the SRE policy. Parents and Carers have the right to withdraw their child from this unit. Content has been developed in line with consultation with families.

The PSHE curriculum is implemented through:

- A weekly PSHE lesson to give the time needed for teaching knowledge and skills for each termly block, developing key vocabulary and enabling time for personal response and reflection.
- Learning builds on prior knowledge from previous key stages and ensures children have opportunities to embed these skills and progress further in their knowledge, understanding and enquiry skills. (See progression maps)
- Frequent PSHE experiences that allow children to explore and apply the key skills and knowledge they have been taught.
- Reflection, linked to the school's vision statement is embedded into lessons to ensure these skills are being developed throughout children's school experiences.
- New vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics areas within each core area of study.
- Children are encouraged to ask their own questions and are given opportunities to use their skills and research to discover the answers through a variety of means.
- Teachers use precise questioning in class to check conceptual knowledge and skills and assess regularly to identify those children with gaps in their learning.
- Teachers find opportunities to develop children's understanding of SMSC, diversity, inclusion and the development of cultural capital by providing opportunities to explore a range of celebrations, practises, and charity based advocacy.
- Forest Schools allows children to experience the positive impact of nature on physical and mental health & wellbeing, as well as being able to contribute to sustainability and ecological care in our local environment.
- Specialist events enable children to share their learning amongst their peers and the local community, including the opportunity to be active citizens. (See PSHE Enrichment Map)
- Additional opportunities for children to work with specially trained staff to support wellbeing. (See PSHE Enrichment Map)
- Additional opportunities for advocacy through our pupil voice councils covering different areas of school life: faith council, arts council, sport & wellbeing council, school council and eco-council.

Impact

Through providing hands on, engaging PSHE curriculum for all children at Cavendish Church of England Primary School, children will be equipped with a foundation of knowledge and skills to support them through their continuing education and in the wider world.

The impact of the PSHE curriculum will be measured through:

- Mind maps at the beginning of a learning unit to assess children's prior knowledge
- Quizzes within a learning unit to assess children's key knowledge and vocabulary.
- Formative assessment against subject statements on Target Tracker.
- Opportunities for reflection to apply the unit learning to the school's vision statement
- Children's self-Assessment and reflection
- End of unit assessment to assess for retained key knowledge, awareness and vocabulary

Children will be able to apply their skills to wider curriculum areas and will have the knowledge and understanding required to transition to KS3.

Enrichment

The PSHE Enrichment map shows how whole school and key stage events, charity work and community outreach support the development of and enable children to apply their knowledge and understanding through practical skills based actions.

The pupil voice councils enable children to contribute as active members of the school community using skills of teamwork, engagement, responsibility and delegation.

Additional provision is offered at different stages across the school such as Bikeability, Crucial Crew, One Life Suffolk visits, engagement with PSCO for internet safety, road safety and spiritual support from our priest and local Baptist Minister.

Participation in National events such as Comic Relief, Walk to School week and internet safety day enable children to develop a sense of nation through shared experiences.

International events such as UN rights of the child, global charity fund raiders such as Toilet Twinning and work with our link Diocese Kagera and our Link school Cavendish Australia help children to develop a sense of their opportunities to contribute to the wider world.

Children are supported for transition to the next stage in their educational careers on entry and when leaving our school at the end of KS2 through a variety of meetings, transfer content and specific time and space to discuss their feelings.

Cultural capital

PSHE is an essential part of the school's Cultural Capital programme of experiences and opportunities. As a small school in a rural setting, we have a duty to actively promote children's awareness and experiences of events, beliefs, practices and celebrations. This enables children to make connections with national and global events, and to develop an understanding of and respect for a range of cultures, interests and beliefs. Children are explicitly taught about the Equality Act and protected characteristics, how to respond to prejudice.

Our curriculum will ensure that all children have the opportunity to learn about famous individuals who have championed change, and the impact they have had on the world around us. This is further extended through our support of charities which reflect our commitment to our vision.

PSHE teaching is further developed through conscious references and links to British Values and the school's vision statement.

All PSHE lessons will provide children the opportunities to be challenged, be creative and be compassionate to others and the world that surrounds them.

Inclusion

The school provides a broad and balanced curriculum to all children regardless of ability or background. Lesson activities are differentiated to ensure all children are able to access their learning. Children with SEND are supported in a variety of ways including; word mats, writing frames, visual aids, specific questioning, pictorial representations, adult support, peer support and support in using scientific equipment. To support AGT children, teachers use different open ended questions and statements to allow for deeper thinking and application of scientific knowledge and skills at a mastery level.

In promoting direct teaching of inclusion, diversity and the protected characteristics, staff are sensitive of the composition and diverse backgrounds of each class cohort. Children who wish to share their identity, beliefs and cultural backgrounds are encouraged to do so. We welcome contact from families who are able to share their cultural and diverse heritage with our setting. We are committed to ensuring that all voices in our community are heard as valued individuals. The school's Equality Act action plan gives further details of our commitment and planned development.

All teaching staff are clear that when assessing learning in PSHE, that this is not linked to children's skills in reading and writing. A wide range of assessment methods are used to ensure no child is disadvantaged in sharing their understanding.

Cross curricular links

PSHE provides many opportunities for cross-curricular learning. Safeguarding and child protection run as a golden thread throughout the school. PSHE lessons support children's developing vocabulary of how to raise concerns, to evaluate whether their relationships are home lives are positive or cause for concern and practical ways to seek help and support for worries and concerns.

Collective Worship in our school is rooted in Christian teachings, and supports understanding of both the Old and New testament. Within this are many examples of those who have instrumented change or support for others, and examples of responding to personal challenge.

Within History lessons, children have opportunities to learn about significant figures from the past including those who have shaped human rights and British democracy

In Geography children develop their knowledge of human diversity and environmental challenges across the world.

RE focuses on religious teachings of respect, inclusion and diversity. The study of the six main faiths followed in Britain today and a study of humanism supports understanding of the religious composition of Britain today.

In the arts children are taught how creativity can be an expression of, and a response to self awareness, including a wider response to creation and the living world.

Key texts in literature poetry and Shakespeare enable children to analyse ways in which relationships and feelings such as love and loss are expressed.

Cooking and DT gives children the opportunity to use their skills in preparing and sharing food as part of their understanding of healthy lifestyles and nutritional balance.

Science enables children to understand their own body changes, growth and development and to situate this within the wider biological world.

Forest school supports children's spiritual development, including an appreciation of non-faith based spirituality. Outdoor tools and materials are used to develop ways to assess risk and develop self reliance.

PE supports the development of physical health. Links are made between the benefits physical health can have on mental wellbeing, and also the pleasure and development of relationships within team games.

Mathematics supports children's development of economic wellbeing though the study of money. Problem solving tasks in real life contexts help children develop transferrable skills for budgeting, adapting recipes.

Our intervention support programmes provide additional help to those who may be experiencing challenges in relationships or wellbeing eg, trauma support, feelings and wellbeing group, individual trusted adult time.

Withdrawal Clause

It is very much hoped that this policy supports parent and carer understanding about PSHE education in our school. In all schools, parents and carers currently have the right in law to withdraw their children from specific SRE lessons. This right does not extend to other areas of the PSHE curriculum which includes statutory content, or to coverage through other curriculum subjects such as science.

Parents who wish to exercise this right should make an appointment with the head teacher via the school office. The meeting is not to seek to change viewpoint but to discuss the management and practical arrangements for withdrawal.