

## Personal Social Health & Citizenship Education (PSHCE) Rationale

The national curriculum also states that '**all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice**'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

### National Curriculum Aims for PSHCE

PSHCE enables pupils to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

### National Curriculum Purpose for PSHCE

PSHCE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils.

### Becoming Literate in PSHCE

The importance of PSHCE is addressed in our curriculum from the very beginning with its value as one of the three prime areas (PSED) of learning in the EYFS Curriculum Framework. It underpins all other aspects of learning, helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. At Follifoot and Spofforth we have a dedicated Early Years Unit, which gives pupils a secure base as they embark on this learning journey.

*In the Foundation Stage, PSED has three main aspects:*

*Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.*

*Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.*

*Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. [Early Years Framework]*

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHCE education offers learning opportunities and experiences, which reflect the increasing independence, and physical and social awareness of our learners as they move through primary school. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHCE education assists pupils to cope with their emotional and mental health, physically changing bodies, it also introduces them to a wider world and enables them to make an active contribution to their communities in their time at school and in the future.

### **PSHCE Rationale**

Personal, Social, Health, Citizenship and Economic (PSHCE) education is fundamental to the way children grow as individuals and therefore is an important part of our curriculum at Follifoot and Spofforth Federated Schools.

Over the course of their Primary Education, we aim to support pupils to explore and discuss a variety of PSHCE topics in order to understand themselves better and the lives and cultures of the world around them. Teachers use a range of creative approaches to ensure that children are taught about personal and social similarities and differences, in a way that is sensitive and age-appropriate. Topics covered may include bullying, British Values, our school values, care and concern for our environment, looking after our physical and mental well being and how we can be good members of our local and worldwide society. These topics will look different within the curriculum for different age groups, but both schools aim to develop and build upon children's knowledge and understanding from EYFS to Year six.

PSHCE helps our children to consider what is important to them, now and in the future. It provides them a platform to voice their own opinions and to learn to listen and respect the opinions of others. Throughout the programme of study, pupils learn essential communication skills; debating, reasoning, weighing an argument, collaborating with and motivating others.

PSHCE enables pupils to grow in confidence whilst embedding our Learning Principles; passion, relationships, independence, perseverance and experience as part of a varied and engaging education. We aim to do this in partnership with parents, the Church and the local community. At Spofforth and Follifoot we also encourage children to think about personal and social values, and so develop their capacity to be active and effective future citizens.

PSHCE education is taught as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

Intent	Implementation	Impact: to be reviewed at the end of each academic year
At Follifoot and Spofforth we believe that all children should have the opportunity to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and to become better prepared for life and work.	<p>Follifoot and Spofforth use the PSHE Association's guidelines as the basis for curriculum planning.</p> <p>Links are also made to termly themes and other curriculum subjects where appropriate.</p> <p>PSHCE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum.</p>	

### Knowledge and Enquiry in PSHCE

The discrete teaching of PSHCE is predominantly about giving children knowledge of the rights and responsibilities alongside supporting children as they explore and learn more about their own personal worth and our collective values. This is sequential and builds upon learning from Early Years to UKS2. Wherever appropriate, teachers will refer back to prior learning and assess children's current understanding to ensure that teaching is relevant and continually moving learning forwards.

PSHCE also has strong links with the National Curriculum objectives across science, computing, citizenship, physical education, and design and technology; and is covers a variety of core themes. This includes personal health and wellbeing; the importance of a healthy lifestyle, how to recognise and 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. Relationships, which will also become part of the statutory framework in 2020, including developing and maintaining a healthy relationships within a range of social and cultural contexts, recognising and managing emotions within a range of relationships, and recognising particularly negative relationships including all forms of bullying and abuse. Also, explicitly taught guidance for pupils on how to respond to risky or negative relationships and ask for help as well as how to respect equality and diversity in friendships. There is also an element of focus on 'economic wellbeing and being a responsible citizen' especially as pupils move up through the schools. This includes teaching and modelling respect for oneself and others and the importance of responsible behaviours and actions, making pupils aware about rights and responsibilities as members of families, school and ultimately as citizens. Children are given the opportunity to learn about different groups and communities and to respect equality and to be a productive member of a diverse community. Also, pupils are taught about the importance of respecting the environment and what we can do to contribute to its protection.

In PSHCE disciplinary knowledge is also progressive from EYFS to Year six; this includes opportunities to turn learned knowledge into personal understanding. We seek to provide children with opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities through

discussion and practical projects. Learning should equip children with the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### **Enquiry in PSHCE**

Questioning and reasoning are actively encouraged and form the basis of most PSHCE sessions. Children are taught to think and reason widely and to listen and respond to the ideas and opinions of others.

Regular opportunities for reflection and evaluation are built into PSHCE sessions, enabling children to take responsibility for their own lines of enquiry.

### **Creativity in PSHCE**

*There is significant scope for engagement with PSHCE in creative and imaginative ways, both where it links with other aspects of the curriculum and also in its own right. In Follifoot and Spofforth Schools aspects of PSHCE can be seen in assemblies of Celebration and acts of Collective Worship, circle time, sports clubs and participating in inter-school and county tournaments & competitions, drama and music activities and productions, residential visits and day trips, social and fund raising events, such as 'Toilet Twinning', themed days and events e.g Fairtrade Fortnight, Creative Arts & Culture Week, mini enterprise projects, charity events and a range of leadership opportunities, for example school council representatives.*

### **Assessment in PSHCE**

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. As a Federation we are currently trialling exploring and trialling approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.