

Signed...*Chelt*.....

Date...September 2023.....

Review...September 2025.....

## **Personal, Social and Health Education and Citizenship (P.S.H.E) Policy**

*This school is committed to creating the ethos  
in which children can grow towards Christian life, learning and love.*

*And now I give you a new commandment: love one another. As I  
have loved you, so you must love one another. If you have love for  
one another, then everyone will know that you are my disciples.”  
John 13 34-35*

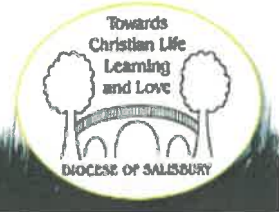
This policy needs to be read in conjunction with all our other relevant school policies – especially our Religious Education Policy, Inclusion Policy, Racial Incident Policy, Our Happy School Policy, Behaviour and Discipline Policy, Anti-Bullying Policy, E-Safety Policy, Child Protection Policy, Single Equality Policy and Sex Education Policy

### **Intent**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,<sup>1</sup> as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. Within our safe and inclusive learning environment children can flourish and become caring, responsible, independent and healthy members of society.

Every child is equally valued. We strive to ensure that all our children feel cared for and have a sense of self-worth. We encourage children to be considerate, to be sympathetic to the needs of others and to respect the nine protected characteristics in line with the Single Equalities policy. Children are given opportunities to contribute to the life of the school and the wider community.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify



and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

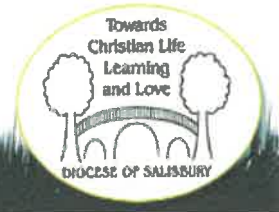
1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

### **Implementation**

Social, emotional and behavioural skills are nurtured daily at Woodford Valley and are not confined to discrete P.S.H.E. lessons. We encourage active citizenship and a sense of belonging, through worship, the School Council, house groups, charity fundraising events, our buddy system, clubs, Prayer Team, young leaders, sports team events, and work experience weeks. To foster confidence and responsibility, every Year 6 pupil is given a leadership role within the school e.g. ambassador, school councillor, house captain, music captain etc.

We use a range of teaching and learning styles to support the P.S.H.E. curriculum. We encourage active learning by involving children in activities such as drama, investigations and problem-solving activities, circle time discussions, food technology, the Junior Good Citizen Scheme and the Life Education sessions. Our inclusive residential visits provide a superb chance to enhance children's self-esteem and encourage the development of co-operation and leadership.

Children also have the opportunity to meet members of our community; for example, the police, fire officers, road safety officers, the school nurse and other health workers. We have a very close relationship with our church community and other faith groups are warmly invited to visit our school. We also encourage visits and workshops from overseas visitors. Such visits have included, Christian visitors from the Sudan, Buddhist monks and the Trussell Trust ensuring that children experience other cultures and beliefs.



## **P.S.H.E. and Citizenship Curriculum Planning:**

At Woodford Valley Primary Academy, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

We take advantage of cross-curricular opportunities. The science curriculum provides an opportunity to teach elements of the P.S.H.E. curriculum, including learning about the human body, healthy diet and exercise. Literacy genres, such as persuasive writing, provide opportunities for discussion and debate of social issues. In history, pupils have explored the way our country is governed and in P4C children can share their views and challenge others' thinking.

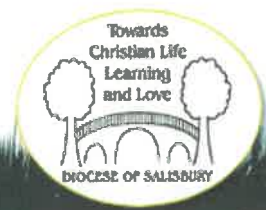
We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school

### **Foundation Stage**

P.S.H.E. and Citizenship play an important and essential role in the Foundation Stage curriculum. P.S.H.E. objectives are set out in the Early Years Foundation Stage Profile within 'Personal, Social and Emotional Development' and elements of 'Knowledge and Understanding of the World'. Within the Foundation Stage, vital elements of P.S.H.E. and Citizenship is nurtured through role-play and drama sessions and through regular circle time activities, which interlink with the aims and objectives of the P.S.H.E. and Citizenship guidelines.

### **Impact**

Assessing learning in P.S.H.E. education must use a combination of teacher assessment and pupil self- and peer assessment, this includes our progression of P.S.H.E. skills. It is important for pupils to have opportunities to reflect on their learning, and for the impact to



increase pupils' motivation in learning. Teachers will observe pupils in lessons, as well as giving them the time and space to reflect on their own learning through private thoughts or in discussions. Teachers report to parents in the annual report in the summer term about progress in P.S.H.E.

### **Monitoring of PSHE**

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual evaluation of the subject action plan in which teaching and learning of the subject is evaluated. Areas for development are also identified for the next academic year.

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.