



POLICY:

Personal, Social, Health and Citizenship Education Policy (PSHCE)

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Please note that this policy is one of the suite of CAT Policies for School Standards Boards to acknowledge.

School: Ferndown Middle School

Review Body: School Standards Board

Date Ratified: 10 October 2024

Personal, Social, Health and Citizenship Education Policy (PSHCE)

Introduction

At Ferndown Middle School we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being. We help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others - at home, at school, at work and in the community. We aim for the pupils to become learners that are resilient, resourceful and motivated.

Administration

The member of staff responsible for overseeing and reviewing this policy is the PSHCE Co-ordinator. This policy has been drawn up in consultation with teaching staff and governors.

Policy Availability

This policy document is freely available to the entire school community. Parents and carers will be informed about the policy through the newsletter and the school website. A copy of the policy can be found on Teams and is available to parents via the school website. A written copy of the policy can be requested through the school office.

The National Context for PSHCE

PSHCE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHCE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Our **Programme of Study for PSHCE** aims to develop skills and attributes such as resilience, self-esteem, risk management, team-working and critical thinking in the context of six core themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me (including economic wellbeing and aspects of careers education). The **National Curriculum** 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 which:

- 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.

RSE

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5. STATUTORY RSE AND HEALTH EDUCATION

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.11.

The DfE Guidance 2019 at secondary school level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance page29

Ferndown Middle School include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds. We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

Since September 2020, the revised curriculum subjects are:

- Relationship education (primary)
- Relationships and sex education (RSE) (secondary)
- Health education (state-funded primary and secondary)

As mentioned in the guidance, further information is available to parents to support them at home.

Schools have a statutory duty to promote pupils' wellbeing. As Ferndown Middle School is a place of learning and our intention is to create independent pupils, it is essential that we provide the learning to enable our pupils to take increasing responsibility for these outcomes.

The National Curriculum has three aims for all children, to become:

- Successful learners
- Confident individuals
- Responsible citizens

The provision of a comprehensive, developmental PSHCE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for pupils to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

Policy Aims and Objectives

PSHCE education, together with citizenship education, known as PSHCE, is central to the development of the pupils in our school. The resource used is, JIGSAW, and can be accessed in all year groups at Ferndown Middle School. It is known as the mindful approach to PSHCE and brings together Personal, Social, Health Education, emotional literacy, social skills and mental health and resilience development in a comprehensive scheme of work. The scheme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Where necessary additional lessons beyond the scope of the scheme will be taught e.g. dealing with autism

The aims of PSHCE are to enable the pupils to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the differences and similarities between people.
- Develop good relationships with other members of the school and wider community.
- Be independent, self-disciplined and responsible members of society.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues and manage risk in their own lives.
- Consider future goals, including career choices.

The Approach

The provision of a comprehensive PSHCE education programme is central to achieving our school's own aims and objectives and mission statement. PSHCE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports pupils in reaching their full potential.
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable pupils to make positive lifestyle choices, now and in their future.
- Developing the key concepts and skills that both support academic learning (*e.g. team working*) and transcend it (*e.g. building resilience*), and that are essential to a rapidly changing world.

The PSHCE education programme is embedded within the wider learning offered by the school to ensure that pupils have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The school provides opportunities for pupils to make real decisions about their lives, to take part in activities that simulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

Creating a safe and supportive learning environment

PSHCE works within pupils' real life experiences and therefore all staff will create a safe and supportive learning environment. This is achieved by establishing a clear set of ground rules and making sure the pupils (and adults) follow these. The confidentiality policy should also be made clear to all pupils and adults. Staff must ensure that when subjects discussed may make a child feel vulnerable and/or at risk that they seek additional support from other areas within the school. This policy is informed by the school's safeguarding and child protection policies.

Confidentiality and Handling Disclosures

Due to the nature of the topics covered in the PSHCE education programme, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Entitlement and Equality of Opportunity

Ferndown Middle School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHCE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing diversity, multicultural and gender issues and for ensuring equal opportunities for all.

PSHCE education is a universal entitlement for all learners. We recognise the right for all pupils to have access to PSHCE which meets their needs. This means that it is key learning that must be made accessible to all abilities, and that attendance in PSHCE education has an equal priority with other learning. As far as is appropriate, pupils with special educational needs, follow the same PSHCE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases, the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

Our PSHCE education programme recognises that pupils will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our pupils. We liaise with local professional agencies (e.g. school nurse) and outside visitors (e.g. police and fire service) to enable us to prioritise learning within our programme and to ensure it is relevant.

Teaching and Learning

The PSHCE education programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHCE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, the School Values and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. Active citizenship is promoted by a range of activities including electing a School Council representative, recycling and Eco club representatives, fund-raising for charity and supporting the local community. Personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community.

At Ferndown Middle School we know that active engagement in learning is most effective in teaching PSHCE education. Pupils need opportunities to clarify their values and beliefs and to rehearse and develop enquiry and

interpersonal skills. The purpose of each lesson is made clear and learning experiences meet the needs of all the pupils in the class. The PSHCE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning with the teacher as facilitator.

Any information provided is realistic and relevant and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt and focuses on what pupils can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Visitors to the classroom enrich the PSHCE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of the planned curriculum, and the teacher is always present to manage the learning.

Curriculum Content:

We provide PSHCE education throughout school and use the JIGSAW programme as a resource to support our teaching. This gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. PSHCE education works within the real life experiences of pupils, so it is important to establish a safe learning environment. This is achieved by clear 'ground rules' and a confidentiality policy that is understood by all.

Thus, the PSHCE education programme is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Every class has a timetabled 55 minutes of PSHCE each week, and where possible, this is delivered by the Tutor.

Citizenship is taught as an integral part of PSHCE but is also delivered through subjects like history (democracy, Parliament and government); maths (functions and uses of money, the importance of budgeting), rules, laws and the justice system is covered in PSHCE but also through the use of external speakers like the police; as well as tutor time and whole school assemblies. We acknowledge there are many areas of overlap. Every class has a timetabled lesson of PSHCE each week and this is predominantly delivered by the class tutor.

At key stage 3, the JIGSAW programme provides pupils with a safe place to push boundaries and to explore big questions. The pupils are provided with accurate knowledge and a sound skill base. There is a clear focus on communication, interpersonal and employability skills. Pupils are given the opportunity to understand and value themselves, their own identity and sense of worth.

British values also form part of the PSHCE teaching programme and are highlighted by teachers when relevant to the issues being discussed.

Subject Review and Monitoring

The PSHCE coordinator will monitor the planning, teaching and learning of PSHCE education regularly to ensure it is relevant, current and both meeting learners' needs and stretching their thinking. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The PSHCE coordinator will also look at the pupil books to ensure consistency in the curriculum. The PSHCE coordinator will hold staff meetings, as well as using e-mail, to keep staff informed of new initiatives, ideas and resources. The scheme of work and policy will also be reviewed according to the review cycle.

Assessment in PSHCE

As with any learning, the assessment of child's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

The **Jigsaw Journal** is evidence of each child's learning, the content and some of the activities they have participated in. Journals should be marked regularly and children should be given time to reflect upon and respond to comments.

Key Stage 3

PSHCE education encourages pupils to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

Pupils do not pass or fail in this area of learning but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Currently, teachers assess pupils' progress in PSHCE by:

- Making informal judgements as they observe them in lessons, tutor time and at other times around the school.
- Regular marking of each pupil's book, encouraging pupils to reflect upon their learning and developing a dialogue with each child.
- Making assessments of the pupil's performance against the specific objectives and key components.
- Information provided for the parents through parent consultations and reports.

PSHCE the Whole School Approach

"It is also difficult to see how safety and safeguarding can be good if PSCE education provision is poor. If pupils are kept ignorant of their human, physical and sexual rights; or how to protect themselves and others, or know where to go to for help, they are not being adequately safeguarded."

Links to other policies

Other school policies contribute to the personal, social and emotional development of pupils:

- *Sex and relationships education (SRE)*
- *Anti-bullying*
- *Drug education and the management of drug-related incidents*
- *Child protection/safeguarding*
- *Confidentiality*
- *Promoting race equality*