

Personal, Social, Health, Emotional and Citizenship Policy (including EYFS)

**Reviewed by the Governing Body 3rd December 2021**

**Next full review by the Governing Body August 2022**

**Change log:**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE**  | **Change(s) made**  | **Page in policy**  | **By** **whom**  |
|  12/5/17   | Reviewed by Chair of Governors, Nick Buckland  |   |   |
| 23/10/17  | Addition of new scheme of work  | 4&5  | M. Wood  |
| 16/11/17  | Reviewed by the Governing Body  |   |   |
| 30/10/18  | Updates to reflect current teaching practices.  | 3-5  | SMT  |
| 03/01/20  | Reformatted and updated to reflect current practice  |   |   |
| 03/12/21 | Reviewed by the Governing Body |  |  |

**Personal, Social, Health, Emotional and Citizenship Policy**

# Aims and Objectives

At St Petroc’s School we believe that an effective PSHE policy, and the practice that evolves from it, plays a significant role in enabling pupils to become healthier, more confident, independent and responsible members of society. We want our pupils to feel safe, secure and play a positive role in the life of the school, and by doing so to recognise their own self-worth and the worth of others. We want pupils to reflect upon their experiences and to understand how these experiences impact on themselves and those around them. We want our pupils to understand how society is organised and governed. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. We encourage respect for humanity, diversity and differences, so that our pupils go on to form effective fulfilling relationships that are an essential part of life and learning.

# Key Areas of Learning

* Investigating self – likes and dislikes, personal and social choices,
* Investigating healthy lifestyles - diet, physical activity, staying safe
* Investigating relationships - family and friends, respect
* Investigating community – rights and responsibilities, respect, cultural differences
* Framework for awareness of fundamental British Values

# Teaching and Learning Style

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum and EYFS provision. We emphasise active learning by including the children in discussion, debate, investigation, and problem-solving.

# PSHE Curriculum Planning

We teach PSHE in a variety of ways.

In EYFS, it forms a central part of the whole curriculum planning and development and is taught through a cross curricular approach. PSHE in EYFS is largely delivered through the learning areas – Physical Development, Personal, Social and Emotional Development.

The Dimensions 3D curriculum has been used as a foundation for planning the curriculum framework for each year group. Topics/experiences are relevant to the pupil’s level of understanding. Within this framework various issues and skills are addressed that reflect the pupils’ age and stage of development such as looking after yourself, eating, physical activity, safety, relationships, family, friendship, decision making skills, inter-personal skills, etc. The content of the curriculum is mapped annually to ensure breath of coverage, continuity and progression of knowledge and skills.

Aspects of PSHE are also delivered through class discussion

## Time Allocation

It is difficult to identify the exact time allocation for PSHE as it is implicit in the School’s day-to-day teaching.

## Teaching PSHE

We teach PSHE to all pupils, regardless of ability. Teachers provide learning opportunities matched to the individual needs of all children and those with learning difficulties. We will challenge and discuss sensitive issues around the world, appropriate to the age of the class. Teachers are careful to ensure

Sensitive and controversial issues can arise in PSHE sessions. Part of the purpose of PSHE is to enable children to address issues of this kind in a balanced way, in a safe environment. Sometimes, an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Individual teachers must use their skill and discretion in these situations. There should be clear parameters as to what will be taught in whole class settings and what will be dealt with on an individual basis.

### Ground Rules and Distancing Techniques

* Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
* No one (teacher or pupil) should be expected to answer a personal question. 
* No one will be forced to take part in a discussion.
* Meanings of words will be explained in a sensible and factual way.

### Dealing with Questions

* Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
* Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
* If a verbal question is too personal, the teacher should remind the pupil of the ground rules
* If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. The teacher must also inform the Designated Safeguarding Lead (DSL) of such concerns.
* Teachers should not be drawn into providing more information than is appropriate to the age of the child.
* If a teacher is concerned that a pupil is at risk of abuse, the DSL should be informed and the usual Child Protection procedures followed. For more information on this, please see our Safeguarding and Child Protection Policy.

## PSHE and ICT

ICT makes an important contribution to the teaching of PSHE. Pupils develop a sense of global citizenship by using the internet. On-going discussion regarding safety and other issues relating to social media and the internet helps our pupils develop their own views about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## Assessment

Our teachers assess children’s work in PSHE informally, as they observe them during lessons. We do not set formal assessments in PSHE.

## Monitoring and Review

The Early Years Manager and the Chair review this policy at least biannually.