



PSHE Policy – Junior School

September 2022

1. Rationale

1.1 PSHE and Citizenship education is currently a non-statutory subject. However, section 2.5 of the National Curriculum asserts that all schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that '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.' In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since September 2020.

1.2 We believe that PSHE and Citizenship education is an important and necessary part of all pupil's education. At St Chris, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum. St Chris believes PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate the wider community.

2. Aims

PSHE and Citizenship education at St Chris is to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and the future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education at St Chris also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community and the wider community and the global community – both present and future.



3. Management and Organisation of PSHE and Citizenship Education

- 3.1 Our Governing Body will work closely with school staff to monitor the teaching and learning of PSHE and Citizenship Education.
- 3.2 Our Head and Senior Leaders will support all staff in school in the preparation and delivery of PSHE and Citizenship Education and work to create a school ethos which supports and upholds content in the curriculum.
- 3.3 Our PSHE and Citizenship education subject Leader will create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area.
- 3.4 Our class teachers will deliver high quality weekly PSHE and Citizenship education lessons which follow the school's scheme of work and current best practice.
- 3.5 Our support staff will enhance the delivery of PSHE and Citizenship by providing targeted intervention wherever needed.
- 3.6 Our pupils will engage respectfully and responsibly with all taught content.
- 3.7 Our parents and carers will be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

4. The Delivery of PSHE and Citizenship Scheme of Work

- 4.1 At St Chris, PSHE and Citizenship education will be delivered in a way which is accessible and inclusive of all pupils. We aim to create a safe and supportive climate for learning in which children can thrive, feel safe to ask questions and discuss issues openly.
- 4.2 All of the children will participate in weekly PSHE and Citizenship education lessons and these will be taught by staff who are trained in delivering the content. Class rules will be established in class and pupils will be reminded of these regularly. Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation. Each class has a question box which gives pupils the option of writing down their questions and receiving an answer on a one to one basis, rather than in front of the whole class. Distancing techniques will be employed in all PSHE and Citizenship education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.

5. The Content of the PSHE and Citizenship Education Scheme of Work

- 5.1 We use the Twinkl Life PSHE and Citizenship Education Scheme of Work throughout Years 1 – 6 (J – D Group). This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.
- 5.2 All aims are taught through the three core areas of PSHE and Citizenship education, which are: Health and Wellbeing, Relationships and Living in the Wider World. All lessons will cover content in an age appropriate manner.



6. Junior School Coverage of PSHE

	Autumn Term	Spring Term	Summer Term
Year 1	Media Literacy and Digital resilience Using the internet and digital devices; communicating online	Physical Health and Mental Wellbeing Keeping healthy, food and exercise, hygiene routines; sun safety	Money & Work Strengths and interests, jobs in the community
Year 2	Media Literacy and Digital resilience The internet in everyday life; online content and information	Physical Health and Mental Wellbeing Why sleep is important ; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Money & Work What money is; needs and wants; looking after money
Year 3	Media Literacy and Digital resilience How the internet is used; assessing information online	Physical Health and Mental Wellbeing Health choices and habits; what affects feelings; expressing feelings	Money & Work Different jobs and skills; job stereotypes; setting personal goals
Year 4	Media Literacy and Digital resilience How data is shared and used	Physical Health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care	Money & Work Making decisions about money; using and keeping money safe
Year 5	Media Literacy and Digital resilience How information online is targeted; different media types, their role and impact	Physical Health and Mental Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Money & Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Year 6	Media Literacy and Digital resilience Evaluating media sources; sharing things online	Physical Health and Mental Wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Money & Work Influences and attitudes to money; money and financial risks



7. Promoting British Values

- 7.1 The school has, from the outset, held the dignity of the individual and the values of personal freedom. Equality and inclusion to be at the heart of all aspects of the community. These values are actively promoted in every facet of school life: among and between staff and students; in all policies and practices where the freedom to be oneself exists within the scope of respect for law and order. Such liberty being mindful of the need actively to embrace difference, be that of nationality, belief or religion. In doing so, the school ensures that principles are actively promoted which:
- 7.1.1 enable pupils to develop their self-knowledge, self-esteem and self confidence
 - 7.1.2 enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
 - 7.1.3 Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
 - 7.1.4 Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
 - 7.1.5 Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - 7.1.6 Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
 - 7.1.7 Encourage respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.

8. Preparation for Life in British Society

- 8.1 The PSHE curriculum works to develop in every young person the values, skills and behaviours they need to get on in life. All children receive a rich provision of activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and allow them to make a positive contribution to society.

9. Prevent Duty

- 9.1 The school is aware of its duties under the Counter-Terrorism and Security Act 2015 (The Prevent Duty). The content of the PSHE Curriculum and the interaction of teaching staff with children, both in curricular and in extra curricular activity whether on site or on excursions should take into account the school's responsibilities under the Prevent Duty. Within the School, concerns or identified risks should be referred to the Designated Safeguarding Lead for guidance. The school will work with partner agencies including Local Safeguarding Children Board (LSCB) to seek advice, support and guidance drawing on multi-agency expertise to support pupils and to prevent exposure to extremist views and political indoctrination. This will include, where appropriate, referring external visitors, including speakers to the LSCB for advice.



10. Equality Act

The St Chris PSHE encourages British Values and programme caters for age, disability, gender reassignment, marriage, civil partnership, pregnant and maternity, race and religion, belief, sex, sexual orientations by:

- 10.1 Offering a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and teacher as facilitator
- 10.2 Recognising that the PSHE education programme is just one part of what a school can do to help a child to develop their knowledge, skills, attitudes and understanding they need to fulfil their potential.
- 10.3 Link the PSHE education programme to other whole school approaches, to pastoral support and provide a setting where the responsible choice becomes the easy choice.
- 10.4 Encourage staff, families and the wider community to get involved.

11. Assessment

Pupil's learning will be assessed throughout each unit using the assessment materials accompanying the scheme of work. Pupil's will also be involved in regular reflection of their own learning journey, in relation to PSHE and Citizenship education. We believe this is pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. This will help us to provide a curriculum which is relevant and meaningful to all pupils.

12. Confidentiality

For any children wishing to discuss something confidential relating to the lesson content, an opportunity will be provided in which the policies and protocols of safeguarding and confidentiality are adhered to.

13. Working with Parents and Carers

- 13.1 We greatly value our parents and carers; we believe that their understanding of PSHE and Citizenship and what their children will be learning is vital in gaining optimum outcomes.
- 13.2 Information on units taught will be available for parents and carers and information evenings will be held and surveys distributed to discuss the teaching of more sensitive content. Parents and carers are invited to view this policy and our curriculum at any point.
- 13.3 We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHE and Citizenship education.



14. Our arrangements for consulting with pupils

To consult with pupils, we will involve them in regular self-reflection and discussion about their learning and enable them to raise additional learning they feel is needed; we will also consider what has been learned and how it can be implemented successfully in school.

15. Monitoring & Evaluation

Staff members responsible for monitoring teaching and learning in PSHE and Citizenship education are:

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