

PSHCE POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities;
help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their communities** in order to:
Become responsible and confident citizens; make a positive difference;
commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
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Reviewed: January 2023
Next review date: January 2025



Building foundations for life

PSHCE Education Policy

Introduction:

All pupils at Date Palm are entitled to a broad and balanced curriculum regardless of race, gender, religion and/or ability.

PSHCE is a non-statutory subject within the National Curriculum. However, here at Date Palm Primary we are committed on the development of the whole child and therefore we integrate a tailored age-appropriate Relationship education, Health education and Relationships and Sex Education (RSE) subject within our curriculum. We understand to deliver this non-statutory subject parent/carers support and feedback is crucial in developing a rounded curriculum.

To thoroughly implement PSHCE fundamental British values is promoted. We at Date Palm strongly believe in embedding Social, Moral, Spiritual and Culture (SMSC) as a whole-school approach. We recognize pupils come from diverse background it is for this reason we aim to prepare pupils for adult live beyond Date Palm.

This policy outlines the school vision on how PSHCE is taught using our progression of skills, knowledge and understanding and schemes of work (see appendix A). The PSHCE policy should be read in conjunction with the following of policies: Relationship and Health Education (RHE), Special Education Need Disabilities (SEND) and Safeguarding.

Rationale:

The purpose of the PSHCE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities.
- Equip children with the tools to play an active role as citizens through developing skills for living and valuing themselves and respecting others.
- Develop a healthy lifestyle through physical activity and diet.
- Contribute to their community and the wider world and becoming morally and socially responsible.
- Develop good relationships and respect the differences between people.

Vision:

Personal, Social, Health, Citizenship, Economics education (PSHCE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of belonging and self-worth. We also teach pupil's how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and ambassador. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims and objectives of learning PSHCE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

What is Personal, Social, Health, Citizenship and Economic Education? (PSHCE)

PSHCE encompasses all areas designed to promote children's personal, social, health, citizenship and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHCE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in the framework for PSHCE.

We believe PSHCE Education is central to the educational entitlement of all our pupil's. Although it will be taught in part through discreet lessons, elements of PSHCE permeate all aspects of school life. 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 learners as they move through the primary phase. 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 the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

We aim to cover the following core themes as set out in the 2020 PSHE Association Programme of Study which is explored in depth below.

The curriculum:

Key Stages (KS) 1 and 2

Core Theme 1: Health and wellbeing

1. Healthy lifestyles (physical wellbeing)

2. Mental health
3. Ourselves, growing and changing
4. Keeping safe
5. Drugs, alcohol and tobacco

Core Theme 2: Relationships

1. Families and close positive relationships
2. Managing hurtful behaviour and bullying
3. Safe relationships
4. Respecting self and others

Core Theme 3: Living in the wider world

1. Shared responsibilities
2. Communities
3. About different groups and communities
4. Media literacy & digital resilience
5. Economic wellbeing: Money
6. Economic wellbeing: Aspirations, work and career

Early Years

Personal, Social and Emotional Development (PSED)

1. Lead healthy and happy lives
2. Developing strong relationship/friendship
3. Managing emotions
4. Establish sense of self
5. Healthy eating, and managing personal needs independently
6. Exploring local neighbourhood

PSHCE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHCE through, and in, other subject/curriculum areas (e.g. Computing, Literacy, History, P.E. and assemblies) (see appendix B)
- School events and activities (e.g. off site visits, onsite visits and school celebrations)

Planning, Teaching and learning for all areas of PSHCE:

We teach PSHCE Education to all children at Date Palm Primary School. Class teachers deliver at least one PSHCE session weekly. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from plans based on the Twinkl PSHCE curriculum which has been adapted to meet our pupils' needs, SEAL (Social and Emotional Aspects of Learning) themes that are linked to whole-school themes (for example Anti-bullying week and Internet Safety) or in response to a specific identified need within the class (for example: talking through the needs of a new class member who has particular difficulties of some kind).

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHCE Education themes are often completed cross curricular through other subjects, in particular, Computing, History and Literacy. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. As they move through school, we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising and class assemblies.

Assessment, recording and reporting:

In KS1 and KS2, class teachers provide feedback to pupils both verbally and in written form. This is subject-specific with the aim of developing and challenging children's knowledge, skills and understanding in PSHCE. Pupil self-assessment is shown using the Toast model, this allows pupils to record how they feel about their own progress (see appendix C). Children's written work is recorded in topic books.

Differentiation for SEND and Able Children

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as RHE or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles. See SEND policy and Inclusion policy for further details.

Additional Pastoral Care Arrangements

At Date Palm Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support; for example Whole class therapy, Emotional Literacy work, or specific types of behaviour approaches such as Lego and playdough Therapy

Monitoring and assessment

The review and monitoring of this policy is through:

- Reviewing planning and guidance
- Learning walks and lesson observations
- Liaison with class teachers
- Pupil work scrutiny
- Regular audits of provision to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Teachers assess the pupil's response to the tasks set in planned activities as well as their response in other lessons and across the school day. Teachers then attend moderation sessions with work samples so that the school can monitor attainment and progression. Teachers complete an assessment through teacher judgement at the end of each lesson.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEND coordinator to identify pupils' progress which is well above or below that which is expected.

In the Early Years Foundation Stage (EYFS), class teachers and practitioners assess pupil's development and progress in PSHCE by making informal judgements through pupil observation. Alongside these judgements, teachers use the personal, social and emotional development (PSED) area (as stated in the revised 2021 Statutory Framework for early years foundation stage) to make more formal judgements of pupil's progress and development in this prime area of learning. Together with PSED citizenship education is taught to develop pupil's knowledge and understanding of the world (UW) through the specific area of learning. Teachers record pupil's achievements through daily observation and documenting evidence using 'Tapestry'.

Review and Monitoring

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT)
- Governors

The policy and/or procedures will, where necessary, be revised considering these evaluation.



Appendix A: Toast Model

Toast Model

