



## PERSONAL, SOCIAL, HEALTH, CITIZENSHIP and ECONOMIC EDUCATION POLICY

### STATEMENT OF INTENT:

At Tarporley C E Primary School, we recognise the vital and unique role that personal, social, health, citizenship and economic education (PSHCE) has in developing the whole child, celebrating what makes us all special, to see ourselves as members of a local and global community and above all, tolerance.

The teaching of PSHCE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. It also introduces them to some of the principles of financial planning and understanding. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### The aims of PSHCE are:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- understand some basic principles of finances.
- make a positive contribution to the life of the school
- develop confidence and responsibilities and make the most of their abilities, through recognising their own worth.
- work well with others.
- prepare to play an active role as citizens in a diverse society.
- develop good relationships and respect the differences between members of the school and the wider community.

Our curriculum is planned and delivered through our **BOOKS** approach. In order that all learners grow and reach their full potential, we want our PSHCE curriculum to:

Demonstrate **BRAVERY**

Be **OUTWARD-FACING**

Create memorable **OPPORTUNITIES**

Develop **KNOWLEDGE** and **SKILLS**

Nurture **SPIRITUALITY**

...while always having high-quality **BOOKS** and reading at the heart of our teaching and learning!

## IMPLEMENTATION

### Teaching and Learning Styles:

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, role play, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### PSHE curriculum planning:

PSHCE is an important and necessary part of all pupils' education. We teach PSHCE and citizenship in a variety of ways. At Tarporley C E Primary School, we use a range of resources and teaching techniques to support our teaching of PSHE. In some instances, e.g. drugs education, we teach PSHCE and citizenship as a discrete subject.

Children learn through:

- **No Outsiders** – ideas such as equality, diversity, tolerance and respect are explored through high-quality texts that encourage children to think, question and reconsider. Often complex and thought-provoking topics are covered through age-appropriate books to promote inclusive education and community cohesion as well as preparing our young people for life as global citizens.
- **Picture News** – pupils learn about the world around us through weekly, current news stories. In Class Worships, as stand alone lessons or linked to the teaching of another subject, pupils are encouraged to look beyond our locality and circumstances through stories, articles, images and questions.
- **Science & Change 4 Life** – Pupils learn about being healthy through our science curriculum and Change 4 Life 'My Healthy Year' resources are used in EYFS and UKS2
- **Natwest Moneysense** – pupils learn about money and economic wellbeing
- **HEARTSMART** – teaches pupils about the HEARTSMART High Five - five principles that build strength in a child's heart and mind

Some of the time, we introduce PSHCE through other subjects, e.g. when teaching about local environmental issues in geography. We offer the pupils the opportunity to investigate the problem of litter and to develop their own solutions for dealing with playground litter. As there is an overlap between the programme of study for Religious Education and the aims of PSHCE, we teach certain concepts through our RE lessons. Another example of embracing cross-curricular links is using the awe and wonder of nature from Creation to consider how we learn about environmental issues and what steps we can take as a collective school to help tackle them in a local and national way.

We also develop PSHCE through activities and whole-school events, e.g. helping charities such as The Shoebox Appeal, Children in Need, Comic Relief and many more. We place a lot of value on school trips and aim to offer one to every child twice yearly, when possible. We offer a residential visit to children in Year 2 and each class in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

### Early Years Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHCE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when teaching 'how to develop a child's knowledge and understanding of the world'.

### Christian Values

At Tarporley C E Primary School, we have seven Christian Values; Joy & Celebration, Love, Hope, Trust, Forgiveness and Friendship. As a Church of England Primary School, we make sure that these values are rooted in to the heart of everything we do. We embed these values in all areas of the curriculum and encourage the children to discuss and reflect upon them. Each year group has been allocated a Christian value to focus on. This value can be seen as an evident part of their class culture and is displayed in reflection areas.

### Tolerance and Respect

At the heart of our teaching and learning in PSHCE is the core belief that everyone is made in the image of God, that everyone is valued and that everyone should feel a sense of belonging within our school community. We uphold the vision of the Church of England in their publication *Valuing All God's Children* (Summer 2019). Our curriculum promotes kindness, respect and

recognising that differences are to be celebrated. We recognise that any form of bullying, including homophobic, biphobic and transphobic bullying, cause lasting harm and they have no place within our school. Through our ethos and teaching, and particularly through the use of No Outsiders, we use age-appropriate texts to educate pupils about behaviour and language that might cause distress to others. It expands pupils' understanding of the uniqueness of others and that this isn't something to fear – instead it is to be embraced. Workshops and circle time activities highlight what bullying can look and sound like, how it makes us feel, why it is unacceptable and what to do if someone experiences or witnesses bullying.

### **Teaching PSHCE to children with special educational needs and disabilities**

We teach PSHCE and citizenship to children of all abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Where appropriate when teaching PSHCE, we consider the individual targets set for the children.

### **ELSA Support**

We have two fully training and accredited ELSAs in school (Emotional Literacy Support Assistants)

They support any children who are going through a challenging time in their life. All referrals for ELSA support are made via the SENDCO.

### **Prevent Agenda**

All members of the school community have an awareness of the PREVENT Duty and the prevent objectives which are:

- *PREVENT OBJECTIVE 1:* Clear leadership and accountable structures are in place and visible throughout the organisation
- *PREVENT OBJECTIVE 2:* Staff and the Governing Body have been appropriately trained according to their role
- *PREVENT OBJECTIVE 3:* An appropriate reporting and referral process is in place and referrals are being managed effectively
- *PREVENT OBJECTIVE 4:* A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

We address the Prevent agenda with our children through our teaching of PSHCE, SMSC, British values and E-Safety.

### **IMPACT**

#### **Assessment and recording**

Teachers assess the children's work in PSHCE by making informal judgements as they observe them during lessons and by doing formal assessments of their work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

#### **Monitoring and review**

The PSHCE Subject Leader supports colleagues in the teaching of PSHCE by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for keeping the head teacher updated on strengths and weaknesses in the subject and indicating areas for further improvement.

**Reviewed: September 2022, December 2023**

## Appendix 1 - No Outsiders Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>The Family Book by Todd Parr</b>  To understand that all families are different.	<b>You Choose by Nick Sharrat</b>  To say what I think.	<b>Red Rockets and Rainbow Jelly by Sue Heap</b>  To understand it is okay to like different things.	<b>Mommy, Mamma and Me by Leslea Newman</b> To celebrate my family.		<b>Blue Chameleon by Emily Gravett</b>  To make friends with someone different.
KS1 Cycle A	<b>Elmer by David McKee</b>  To like the way I am.	<b>Ten Little Pirates Mike Brownlo</b>  To play with boys and girls.	<b>That's not how you do it By Arianne Hoffman-Mainyar</b>  To understand their way is not the only way.	<b>Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith</b> To understand our bodies work in different ways.	<b>My World Your World By Melanie Walsh</b>  To understand we share the world with lots of people.	<b>Everybody's Welcome By Patricia Heggarty</b>  To welcome everyone.
KS1 Cycle B	<b>The Odd Egg by Emily Gravett</b>  To understand what makes someone feel proud.	<b>The First Slodge By Jeanne Willis</b>  To understand how we share the world.	<b>The Great Big Book of Families by Mary Hoffman</b>  To understand what diversity is.	<b>What the Jackdaw saw by Julia Donaldson</b>  To communicate in different ways.	<b>Blown Away by Rob Biddulph Y2</b>  To be able to work with everyone in my class.	<b>My Grandpa is Amazing Nick Butterworth</b>  To recognise people are different ages.
LKS2 Cycle A	<b>This is Our House by Michael Rosen</b>  To understand what discrimination means.	<b>Two Monsters by David Mckee</b>  To find a solution to a problem.		<b>Dogs Don't Do Ballet by Anna Kemp</b>  To know when to be assertive.	<b>The Flower by John Light</b>  To ask questions. To know that we all have choices.	
LKS2 Cycle B	<b>Oliver By Birgitta Sif</b>  To understand how difference can affect someone.	<b>King and King By Linda de Hann and Stern Nijland</b> To understand why people choose to get married.		<b>Beegu by Alexis Deacon</b>  To be welcoming.	<b>The Hueys in the New Jumper by Oliver Jeffers</b>  To use strategies to help someone who feels different.	<b>The Way Back Home by Oliver Jeffers</b>  To overcome language as a barrier.
UKS2 Cycle A	<b>Dreams of Freedom by Amensy International</b>  To recognise my freedom.	<b>Where the poppies now grow? By Hilary Robinson</b>  To learn from our past.	<b>My Princess Boy by Cheryl Kiodavis</b>  To promote diversity.	<b>The cow who climbed a tree To exchange dialogue by Gemma Merino</b> To understand we all have different dreams.	<b>The Thing by Simon Puttock</b>  To welcome difference and stand up to discrimination.	<b>Love you forever by Robert Munsch</b> To consider how my life may change as I grow up.
UKS2 Cycle B	<b>Rose Blanche by Ian McEwan</b>  To justify my actions.	<b>The artist who painted a blue horse by Eric Carle</b>  To appreciate artistic freedom.	<b>How to heal a broken wing by Bob Graham</b>  To recognise when someone needs help.	<b>Leaf by Sandra Dieckman</b>  To challenge exclusion of others.	<b>And Tango makes three by Justin Richardson</b>  To accept people who are different from me.	<b>The Island by Armin Greder</b>  To challenges the causes of racism.

## Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>