



# Our PHSCE Curriculum

Our PHSCE Subject leader is Mrs Chapman



At Hazeldene School, personal, social, Citizenship and health education (PSHCE) enables our children to become healthy, independent and responsible members of a 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 strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. 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.

## Our PHSCE Curriculum Aims and Intention

We are aware of the way that PSHCE supports many of the principles of safeguarding and links closely to schools Safeguarding, SMSC and British Values Policies. We are all aware of the important role the PSHE curriculum has in supporting school to implement the 9 protected characteristics of The Equality Act 2010.

At Hazeldene School we aim to help the children to:

- Have an understanding of their core values and how these impact the decisions they make;
- Develop confidence and responsibilities and make the most of their abilities, through recognising their own worth;
- assist each child in their personal and social development in a structured and guided manner through the school using a graded approach involving social issues and personal development, team work and understanding their potential and self worth.
- Develop self-confidence and self-esteem;
- Work collaboratively with others;
- Prepare to play an active role as citizens in a diverse society;
- Develop a healthy, safe lifestyle with the ability to make informed decisions;
- To recognise the importance of their own mental health and well-being;
- Develop good relationships and respect the differences between members of the school and the wider community.
- Make a positive contribution to the life of the school.
- Children's personal and social development in school should begin in the Foundation Stage and then continue to follow a plan through to Year 6. Liaison with Key Stage 1 and Key Stage 2 staff and governors ensures a balanced and relevant policy which is implemented to the full at all levels.
- To encourage the total development of the whole child in school, and to form a partnership with school, child and the parents to help continued growth across home and school.
- To help them become active citizens in their school and the wider community.

Each skill area that is taught will be approached in an appropriate and ability based manner, using resources both in school and outside agencies such as the Healthy School Scheme, Drug Education, Sex and Relationship Education Advisors and the local police. Aspects of health and safety will be addressed in all areas of the curriculum at each stage of the child's development. When relevant all areas of the PSHCE curriculum will be referred to in an online and offline world.

### **OUR PSHCE Implementation**

At Hazeldene School we deliver the PSHCE curriculum by utilising first hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHCE programme to equip pupils with an age-appropriate, sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHCE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: ie, drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At Hazeldene we believe that PSHCE plays a vital part of primary education and needs to be taught regularly. This enables staff to ensure full coverage of PSHCE and SEAL (Social and Emotional Aspects of Learning) is taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHCE as a result of an issue arisen in their own class. PSHCE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. PSHCE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

### **Foundation Stage**

We teach PSHE and citizenship in the reception class as an integral part of our topic work. 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 PSHE 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 the reception class, when we teach 'how to develop a child's knowledge and understanding of the world'.

- Starting school, friendships, routines, security, understanding roles and their place in the peer group.
- Ability to achieve in developing skills, to accept boundaries within the social area of the foundation unit and enjoy their time together, setting the scene for their entry into school.
- Learning to be away from home and parents for a short while.
- Confidence building through games and class based activities.
- Identifying feelings and expressing their likes, dislikes and personal choices.
- Role-play, music, discussion and artwork used as supportive strategies when dealing with major issues, i.e. religion, gender and culture.
- Coping with change.
- Caring for pets, understanding their needs and taking care of them.
- To know why we take some medicines and discuss the role of the doctor and nurse.

The skills described above provide a good platform for children to enter school. These skills, once grasped can be built upon and repeated at an appropriate level at a later time in the child's development.

Through Key Stages 1 and 2 children will be taught a full and comprehensive PSHCE curriculum designed specifically for Hazeldene using resources from the PSHCE Association.

There are 3 core themes in our PSHCE curriculum: Health and Wellbeing, Living in the Wider World and Relationships. When possible all PSHCE teaching and learning will be discussed in relation to online and offline worlds. Through the 3 core themes children are taught the skills, concepts and attributes needed to become an equal and successful part of the community.

Many of the skills, concepts and attributes are completed in each year, but definitely in each key stage. This ensures that where ever children begin their PSHCE education at Hazeldene they are able to gain a full and comprehensive understanding and learning experience. Lessons will always be delivered in a sensitive and age appropriate manner to the children.

Through our PSHCE programme the following concepts, skills and attributes will be taught to the children.

### **Overarching concepts developed through the Programme of Study**

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

### **Essential Skills and Attributes developed through the Programme of Study**

#### **Personal effectiveness**

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mindset<sup>1</sup> and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs)

#### **Interpersonal and social effectiveness**

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
  - Active listening and communication (including assertiveness skills)
  - Team working
  - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - Leadership skills
  - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive

and re-evaluating values and beliefs in the light of new learning, experiences and evidence

9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept

risks)

6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

### **Managing risk and decision-making (integral to all of the above)**

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions
7. As Key Stage 1 ends and Key Stage 2 begins, the child's personality and development is building them into an active member of the school and community. Experience gained in Key Stage 2 enables he/she to meet targets within his/herself and continue reinforcing and extending acquired skills.

Issues such as racism, bullying, sexism and disability can be addressed at all levels and stages. Problems can be discussed with other relevant professionals and members of staff where a strategy can be adopted to deal with each child's needs in terms of their social and emotional development. Great value is placed on record sheets kept by teachers to monitor children's progress and highlight problems at an early stage so that they can be dealt with appropriately.

### **Our PHSCE Curriculum Impact**

All children understand the importance of PHSCE, RE, SMSC and British Values and the effects it can have on life in and out of school.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PHSCE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. Teachers assess the children's work in PSHE and Citizenship by making informal judgments, as they observe them during lessons, gauging it against specific learning objectives set out in the National Curriculum and programme of study.

From September 2019 Summative assessment is completed by all class teachers termly to inform leaders of individuals' progress or skills that still need embedding further. This ensures the pitch of lessons is well matched to individual children's needs and that, by the end of each key stage, required content within the National Curriculum is adequately covered to prepare pupils for the next phase of their education. Leaders conduct book monitoring, lesson observations, pupil voice and interviews with the children to discuss their learning and establish the impact.

### **Latest PSHCE pupil conferencing comments**

Pupil conferencing was carried out late in the spring term. Pupils were asked from a range of abilities, genders and all years 1-6.

Lower Key Stage two spoke about discussions they had had around relationships, particularly friendships. Upper Key Stage 2 completed an hour on alternate weeks with RE, however, sometimes it was taught in a cross curricular way within RE lessons.

A variety of topics have been discussed throughout the school including relationships, staying safe and how to handle different situations.

Upper Key Stage 2 spoke openly about the sex and relationships education. The girls knew about the changes they would face during puberty and that resources were available to them at school should they need them. The children have also learnt about puberty in the opposite sex. The children in year 6 felt confident and comfortable talking to their class teachers about relationships and puberty and all said they were happy to ask questions.

Children said that PSHCE lessons were fun and that they did various activities during their lessons, including art, drama and debating. When asked what would make PSHCE even better KS1 children said they would like to have it on a Monday or Friday afternoon so they could start or end the week talking about PSHCE topics. Year 5 had their own misconceptions (through knowledge gained outside of school) about their changing bodies and would like to do more of this earlier in the year.