



PSHCE Policy Including EYFS LuctonSchool

1. Introduction

Our policy reflects the DfE guidance, in particular 'Keeping Children Safe in Education' (DfE, 2022), the National Curriculum (DfE, 2014) and the 'Statutory framework for the early years foundation stage' (DfE, 2021).

This policy should be read in conjunction with the policies listed below:

- Anti-Bullying
- Curriculum
- RSE
- Teaching and Learning

Personal, social, health, citizenship and economic (PSHCE) education promotes students' personal social and emotional development, as well as their health and well-being. It helps to give students the knowledge and skills they need to lead confident, healthy and independent lives. 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. It gives students an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

2. Aims

The PSHCE curriculum at The School aims to promote and support student's learning in the following areas:

- behaviour and conduct: including management of their own feelings and behaviour; how they relate to others; and how to conduct themselves in a variety of social contexts;
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media;
- knowledge of how to keep themselves healthy; both emotionally and physically, including through exercising and healthy eating;
- encourage respect for other people, paying particular regard to all the protected characteristics listed in the Equality Act 2010
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

School leaders, teachers and support staff must also be aware and ensure that:

- action is taken to raise awareness of students and learners in relation to a range of safeguarding matters, including domestic abuse or sexual exploitation;
- there is a clear approach to implementing the 'Prevent' duty and keeping students and learners safe from the dangers of radicalisation and extremism;
- the School takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language.

This is, in part, integrated within PSHCE lessons, as well as in everyday school life and culture. Effective, age-appropriate PSHCE is therefore crucial for schools to be providing effective safeguarding.

The non-statutory National Curriculum guidelines for PSHCE provide the overall framework for what students should be taught. The four main themes are:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active part as citizens;
- developing a healthier, safer lifestyle;
- developing good relationships and respecting the differences between people.

3. Promoting Fundamental British Values

As a British school, we promote our own values that reflect these Fundamental British values.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister.

At the School, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is key to the running of the School. Students have the opportunity to have their voices heard throughout our school curriculum.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the School, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and the Fire Service are regular parts of our curriculum and help reinforce this message.

Individual Liberty:

Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young students to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Internet and PSHCE lessons. Students are given opportunities to express themselves within the confines of government control, and difference is celebrated. Whether it be through choice of challenge, of their hobbies, students are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and students have been part of discussions and assemblies related to what this means and how it is shown. This is also promoted through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing students understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHCE. Members of different faiths are encouraged to come to our school to enhance learning within the School, as well as trips to places of other faith or culture.

4. Healthy Eating

We believe that proper nutrition and fluid intake is essential to all members of the school community if they are to fulfil their potential and make constructive use of the school day. Proper nutrition is essential for good health and effective teaching and learning. As a school, we play a central role in establishing and maintaining lifelong healthy and environmentally sustainable eating and drinking habits.

Mealtimes will be maximised as a time to appreciate eating together in a unit and forming social bonds. Teachers will assist with this by modelling and supervising

The Science curriculum overlaps with the PSHCE curriculum regarding healthy eating and its impact. It also teaches students about eating a balanced diet and the effects of a healthy lifestyle.

Parents must send students to school with healthy snacks including at least one portion of fruit or vegetable. Parents must never send students to school with nuts, sweets or chocolate. They may only be sent in if prearranged with a member of staff for a special occasion

Students must always have a bottle of water clearly labelled in school so that a lack of fluid intake does not have an adverse effect of their concentration and performance. Students will have access to water throughout the day.

5. Organisation and the Teaching of PSHCE

The School uses a scheme of work that is designed to fit the needs of the students as well as fulfilling the curriculum objectives. These lessons have been created using a wide range of research with reliable and appropriate resources.

PSHCE will enable students to practise specific skills in structured contexts and in their daily life including:

- encouraging everybody to take responsibility for their actions through the agreement of class rules and other incentives;
- involving students in the setting of their targets for learning;
- encouraging students to recognise and respect differences between people;
- the election of a school council in a democratic manner, which actively develops the direction of the School;
- encouraging students to take responsibility for their behaviour and understand the consequences of actions;
- a formal dinner time where good table manners are expected and general adherence to social etiquette with visitors and each other.

There are wider opportunities for personal and social development at school. These include:

- the development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship and etiquette;
- consideration of the holistic needs of every child with regard to their race, culture, language and faith;
- planning class visits and trips which widen student's experiences beyond the immediate local environment;
- coming together as a school for collective worship to celebrate academic and personal achievements;
- planning events which encourage the School to work together for example: Christmas Productions, charity initiatives and community activities.

We seek to promote a healthy lifestyle and self-confidence for our community by:

- the provision of a range of extra-curricular activities which help foster a healthy lifestyle and encourage students to explore individual talents
- providing opportunities in school for students to learn musical instruments and new sports.
- attention to the needs of SEN/EAL students;
- attention to the needs of Gifted and Talented students.

We seek the involvement of the whole school community through:

- encouraging parents/carers to support trips and whole school events
- newsletters
- frequent trips and donations to local charities

6. Time Allocation

In all Key Stages, PSHCE shall be taught for a minimum of 35 minutes a week, at an appropriate level and this will be supplemented with Form Time and assemblies. Our teaching in PSHCE and citizenship matches the aim of developing a student's personal, emotional and social development as set out in the curriculum and age-related expectations. We also support citizenship education in Early Years classes when we teach 'how to develop a child's knowledge and understanding of the world'.

It is also recognised that PSHCE is often integrated into other lessons and this cross curricular

approach is not to be overlooked.

We recognise that discussing issues pragmatically relating to specific situations is a very useful teaching model for many of the aspects of PSHCE and have spent time to train teachers and support staff in the skills of this.

7. Assessment

Assessment in PSHCE Education usually occurs at the end of each session or topic. This can take a number of forms:

- Verbal from class discussions
- Aurally from presentations
- Production of written work.
- Observation of lessons

8. Reporting

Reporting of progress in PSHCE Education takes place bi-annually and usually forms part of the Form Tutors comments.

9. Monitoring

The role of the Co-ordinator is to support staff in the delivery of a spiral PSHCE Education curriculum programme throughout the School, to organise and produce resources and to disseminate any new initiatives. INSET is available and staff should request this by approaching the Head. Resources are put together for each session and provided to staff to aid delivery of the individual sessions and topics. Staff are encouraged to share resources that they have produced and to save them in the shared area.

10. Outside Speakers

Outside speakers are invited to share their expertise with the students. We have a number of these that come to deliver sessions to different Year groups, for example:

- Internet safety and personal safety, drugs, crime and the young
- Midlands Air Ambulance
- Open The Book
- Chartwells
- Local Church Leaders
- Accountancy
- Local MP
- Prestigne Fire Service
- NSPCC
- St Michaels Hospice
- Local Police

Outside speakers are never left unsupervised with the students. There is always at least one member of school staff in attendance to support the speaker, to manage the behaviour of the students and to ensure the smooth running of the session with regard to ICT use, timing, etc. Outside speakers are thoroughly researched before being booked by the school and the material that they are planning to present is reviewed prior to their visit.

This policy precludes the promotion of partisan political views in the teaching of any subject in the school; and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students while they are in attendance at the school; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a **balanced presentation of opposing views**.

Date	Position	Name of Reviewer	Date of Next Review
August 2022	Headmaster	David Bicker-Caarten	August 2023
August 2022	Proprietor	Mr A. Khan	August 2023