



## Personal, Social, Health and Citizenship Education Policy

### **Intent**

Our approach to the Personal, Social, Health and Citizenship Education (PSHCE) curriculum ensures that it is most often taught discretely outside of topic time to ensure depth and rigour, however there are times where PSHCE is taught through the wider curriculum as some topics often touch upon PSHCE themes. Our PSHCE curriculum combines best practice from the 2020 statutory guidelines and statutory requirements for PSHE including Sex and Relationships education and the updated advice from the PSHE association which ensures it supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life. We feel it is important that it develops the qualities and attributes pupils need to thrive as individuals, family members and members of our ever changing society.

### **Implementation**

In order for pupils to know more, remember more and do more in regards to PSHCE, these aspects must be evident in the implementation of the PSHCE curriculum throughout school. Teachers use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. Teachers encourage children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events. At Hoyland Springwood Primary School, children are provided with frequent opportunities to have their voice heard and because of this they play an active part in school life. Children are able to express their opinions and views through a variety of mediums including suggestion boxes located in shared areas, questionnaires, school council discussions, various elections and comments on various correspondence throughout the year e.g. reports, SEND support profiles, focused reviews, annual questionnaires, work and homework. Children have the opportunities to meet and work with members of the community, such as representatives from the local church and local businesses.

We also develop PSHE through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential trips to year 6, where there is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building, as we want all children at our school to aim high to achieve their maximum potential.

### **Impact of the Coronavirus**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. DfE guidance on [mental health and behaviour in schools](#) can help identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or from specialist staff or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

The school have adopted the RESTORE approach to support during the current climate. Restore is a lens through which staff, children and parents can look at the strategy and plans that are needed for everyone's well-being in a fast changing environment and for a safe and healthy return to school. The restorative approach in schools is values-based and needs-led. It highlights the importance of relationships for emotional wellbeing, resolving conflict, preventing harm and building resilient communities.

*RESTORE: Recognition, Empathy, Safety, Trauma, Opportunity, Relationships and Engagement*

### **Supporting Mental Health**

An extensive multi-agency and multi-profession task and finish group (including young people from Stairways, parents/carers and education settings) from across Yorkshire & the Humber recognised the need to proactively combine their efforts and consider what the mental health needs of children and young people may be as a result of COVID-19 and how to respond to these needs. This resulted in the '[A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19](#)'. The ethos and principles of the overarching approaches for returning to education

### **Equal Opportunities, Inclusion and Access**

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision at our school. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our Inclusion policy. The SENDCO rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas and all classes for all children.

### **Planning**

Teaching is based on nationally and locally produced resources, including the Barnsley Sex and Relationships Education (SRE) Scheme and best practice advice from the PSHCE Association. The programme of study emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and learn from each other.

### **Safeguarding, Health and Safety**

We ensure that full risk assessments are carried out prior to educational visits and activities where a risk to health, safety and wellbeing is identified. Teachers will also complete a risk assessment for any planned activity which presents a potential risk or hazard. Safeguarding children from any kind of harm is our main priority and the importance of teaching children about safe practice as part of their daily lives features strongly in all aspects of the curriculum.

### **Impact**

Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching. Through this regular ongoing assessment, tasks are matched to the ability of each child through differentiated activities, adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

### **Recording and Reporting**

Feedback is given to parents about their child's progress during the Autumn Term and Spring Term parents' evenings as well as via the end of year reports.

## Notes

This policy should be read in conjunction with the following policy:

- ❖ Personal development, Behaviour and Wellbeing

Date written: June 2020

Headteacher signed:

Chair of Governors signed:

**This policy is to be reviewed June 2022**