



PSHCE POLICY

This policy covers Moor Park School's approach to personal, social, health, citizenship, and economic education (PSHCE). It has been produced by the PSHCE coordinator, through consultation with pupils, parents, teachers, and governors. Moor Park use PSHCE lessons to develop the skills, knowledge, values and understanding that pupils need to lead confident, healthy, independent lives and become informed, active, and responsible members of their community. PSHCE provides a forum to develop skills and acquire experiences to learn from. It will give an opportunity to air questions about topics learnt in other curricular areas, to foster awareness of, and respect for a values system rooted in the Christian faith. We foster sensitivity to the beliefs and behaviour of others and an understanding of the value of diversity, PSHCE will encourage close links between school and family, based on caring for the individual, already established at Moor Park through effective pastoral systems.

Pupils have been involved in the creation of this policy through class discussion, written requests and placing the topics we cover in order of importance. The results of this are mirrored in the lessons delivered to ensure the learning is relevant to the current cohort of children. The policy is published on the school's website and a paper copy can be obtained on request.

Our PSHCE education programme is underpinned by the school mindset values, being confidence, creativity, resilience, critical thinking, and independence.

We will create a supportive and safe learning environment by establishing a set of ground rules with the children before commencing lessons and with each topic covered, informing children how and where to seek further help or support.

Our approach is a thematic one, focussing on themes appropriate for the age group concerned. There is a main theme for each half term being either 'Health,' 'The wider World' or 'Relationship Education' (including sex education (SE) for those in Years 6 and above).

Aims

- To promote personal social spiritual and cultural development
- To develop self-esteem-self-awareness, honesty, and compassion
- To develop confidence and responsibility

- To allow pupils to make the most of their abilities.
- To prepare pupils to play an active role in society as respectful citizens. Equipping them for life in the modern world in knowledge, skill, and experience
- To develop a healthier and safer lifestyle
- To develop good relationships and respect differences between people, paying particular regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, maternity, and sexual orientation as set out in the 2010 Equality Act.

The framework aims to help pupils to value their achievements, and the achievements of others, regardless of size. Deal with risk and meet the challenges of life now, and prepare them in an age-appropriate manner, for their future needs. To identify their values and know how to stand by them, giving them the tools, they need to deal with pressure and anxiety, and to know how to seek guidance, support or help when it is needed.

We will achieve these aims through a discrete, timetabled 35-minute PSHCE lesson each week delivered by form teachers, although at times, other trained staff or external expert speakers may be involved. PSHCE is also taught in other subject areas using cross curricular links as well as through PSHCE activities, school events, assembly and chapel, school trips and visiting speakers. We also pride ourselves on maintaining links with parents and working with them to achieve these aims.

Provision through other subjects (non-exhaustive)

Literacy: collaborative work; skills in enquiry and communication, stories that illustrate aspects of social and personal development; examination of fictional characters and the relationships they have with other characters.

Numeracy: money; aspects of finances; counting and sharing.

Science: Body parts and body hygiene; drugs including medicines, reproduction, sex, health, healthy eating, dental health and oral hygiene, safety and the environment.

Design and technology: Health and Safety.

ICT: communication skills, research using the Internet. Internet safety talk given each Lent term for all Pre-Prep children and parents, and Prep School children and parents. All Internet access is filtered using appropriate software. The words “chat” and “chatroom” have been barred.

History: Caring for others and emergency services; use of sources, reasons for and results of historical events, situations and changes (including personal, social, health and economic), diversities within society (included protected characteristics as defined by Equality Act 2010), significant people, events, ideas and experiences of people in the past, comparisons with life today, fostering empathy.

Geography: melting icecaps of Antarctica and other issues concerning the environment, posters on recycling; sustainable development, land use, study of own locality and places in different parts of the world including less economically developed countries, comparison and use of empathy, development of diversity and cultural knowledge and acceptance. Road safety.

Art and design: reflecting on and responding to ideas and experiences communicated through works of art, craft, and design from different times as well as experience and exposure to cultural diversity (such as Aboriginal art) and protected characteristics (equality Act 2010).

Music: making the most of abilities in playing an instrument or singing. Issues of cultural and society diversity, their value and expression.

Drama: use of workshops to develop respect, empathy, self-awareness, confidence, and self-expression.

PE and Games: development of personal and social skills through team and individual games, activities, and sport. Respectful relationships. Being safe, boundaries, privacy, appropriate and inappropriate physical contact. Dispelling stereotypes. Permission seeking and giving. Health and safety. Healthy eating and the importance of a balanced diet. The importance of hydration. Sun safety, water safety.

RS: Drama activities such as The Good Samaritan, religious and moral beliefs, values and practices that underpin and influence personal and social issues. That families are important for children growing up, characteristics of a healthy family, diverse families, and respecting differences, that stable relationships and important to children's security. The formation and maintenance of relationships, including spiritual and physical. The characteristics of friendships including mutual respect, kindness, and support with problems. The importance of respectful relationships, including dispelling stereotypes. Christians as caretakers of the earth (environmental issues).

Provision through activities and school events

Visits from outside experts are encouraged. For example, talks by health professionals, charity workers, journalists, bereavement councillors, artists, sports personalities and politicians, have been welcomed in the past. In addition, on occasion, health professionals give talks and encourage discussion with boarding students.

Any external speakers will be accompanied by a teacher and required to read all relevant policies prior to arrival.

There are many other opportunities for children to plan and work together and to develop and maintain relationships under different circumstances and through the pastoral care. Collaborative learning to develop communication, personal and social skills are actively encouraged in all curriculum areas.

In addition:

- Year 6 take part in the annual ‘Crucial Crew’ event organised by South Shropshire.
- Reception to Year 2, and Year 3 to 8 have separate internet safety talks delivered for pupils and parents each Lent term.
- Pupils are elected to be part of the ‘School Council’, which discusses and acts upon issues, raised by the pupils themselves.
- Pupils are also incredibly involved in raising money for charities.
- Pupils are involved on a rotational basis in preparing and delivering assemblies/chapel presentations revolving around a value of the week.
- At times, various visiting speakers are organised to come into school to talk about topics with a personal, social, health or citizenship theme to compliment the learning in the lessons.

Teaching

Inclusion and Safety: Teachers will design lesson content with vulnerable children in mind and adhere to the rule of causing no harm. Teachers will differentiate lesson content, activities, and resources to ensure all children fully access the intended learning, according to the age, maturity and understanding of the individuals concerned. Staff must also have consideration of fundamental British values and the Equalities Act when planning lessons content, and when answering questions.

Teachers will facilitate pupil input (including anonymous) for lessons of a sensitive nature to enable all students to participate and ask difficult questions. This will also inform planning and ensure content relevance to the class taught.

Teachers and pupils will agree ground rules by working together to establish how they will behave towards each other in discussion. Examples of ground rules include openness, keeping the conversation in the room (subject to safeguarding policy), having a non-judgemental approach, having the right to pass, to make no assumptions, to use appropriate language, asking questions to learn, not to embarrass others, to encourage friends to seek help and advice if needed.

Teachers will use distancing techniques such as stories, scenarios, clips, case studies to provide fictional characters and storylines to stimulate discussion whilst depersonalising discussions. This allows pupils to engage more objectively with the lesson context and protects the vulnerable children amongst the class. They will make careful use of images reviewing every resource used every time it is used.

Teachers are offered training in teaching difficult topics safely and sensitively in PSHCE to enable them to deliver the curriculum effectively, some content of a particularly sensitive nature may be delivered by expert external speakers.

Any disclosures made will be immediately reported to the designated safeguarding lead (DSL) Mr Duffield, and the Safeguarding policy adhered to. PSHCE teachers will inform

other teachers when about to begin a particularly sensitive topic to allow all staff to be prepared and watchful for any distress or disclosures from pupils, and to enable all staff to best help and support those pupils.

All staff and visiting speakers will be made aware of the relevant policies before teaching PSHCE at Moor Park. These include Equal Opportunities, Relationship and Sex Education, Drugs Education, Managing Drug Related Incidents and Child Protection, safeguarding policies. A teacher will always be present at any given talk by a visitor to the school.

Methodology: It is recognised that teaching styles will vary according to the strengths of the member of staff involved. It is believed that wherever possible, teaching should include methods such as 'Circle Time', as this is a proven and exceptionally good technique for allowing pupils to share their thoughts in a non-threatening environment. Other teaching styles may include role play, discussion and debate, sorting activities, true and false games, examples of scenarios to spark discussion and PowerPoints to inform, question and answer sessions, quality assured online resources and video clips, written material and case studies.

Resources

We use a wide variety of resources including books, video clips, posters, leaflets, and quality assured web-based resources, which are continually being added to. Resources for PSHCE are found in the Staff Common Room and in the classroom of the PSHCE coordinator. Display work is encouraged both in classrooms and in other key areas of the school.

Records/Assessments

A record of the overall outline of work from Reception to Year 2 and for Years 3 to 8 is published on the Moor Park website. It is also outlined in this policy and filed in the PSHCE Handbook which is kept in the 'Academic' section of the staff server. Progress is measured against each child's prior knowledge and therefore baseline assessments are often used for an ipsative, value-added approach to progress.

Teachers can also assess progress of knowledge and application through role play activities, hot seating, listening to discussion and mind mapping. Exercise books are used during lessons, which can be used as a learning log or learning journal to record progress. Children are encouraged to both self-assess, and peer assess to reflect on their learning and think how to apply it in different situations.

Parents

Parents are encouraged to communicate with teachers and use the open-door policy at Moor Park School. They are advised to read the Relationship and Sex Education Policy. They are encouraged to attend any meetings, or speaker talks which are organised specifically for their benefit e.g. keeping safe online.

Outline of study

In following the programme of study, our pupils will be taught the three core themes of PSHCE, 'Health and Wellbeing, Relationships (including those of a sexual nature in Key Stage 3) and Living in the Wider World, using knowledge, skills and understanding.

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Reception	Mental health. We are special, identity and self-esteem. Feelings, keeping safe and happy.	Wider world: Other cultures and lifestyles. Sponsored child Rules and behaviours	Relationships: Right and wrong, Telling the truth, working together, Sharing.	Wider world: Water in our world. lifegiving properties of water, water in the living world, water shortages	Health Food we eat. Likes and dislikes.	Wider world: Looking after our world Wonders of the world Farming
Year 1	Rules of behaviour; listening to others; caring for people. Likes and dislikes; friendships.	Feelings. Rules; Rights and wrongs; saying sorry.	Relationships: My Family and understanding relationships. Learning to listen.	Rules Communicating. School and safety rules including online.	Learning to share and take turns. Differences and similarities between people. Money.	Keeping clean Hygiene. Healthy bodies
Year 2	Difficult relationships It's not fair - Why we need rules Bullying behaviour and how to handle unfairness. Keeping safe around water, Danger signs.	Dealing with feelings in a positive way. Danger – medicines. Qualities and talents; Setting goals.	Caring and changing I can help Behaviour, Working together caring for friends and family. Stages of human growth.	Wider world: Helping wildlife, the environment around us, including recycling. Helping through charity - Raising money.	Keeping safe and healthy: Internet safety relating to health and mental health. What to do in an emergency; sun safety; road safety; park safety	Relationships. Bullying; being cross; right and wrong. Similarities and differences.
Year 3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing everyday feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe.	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe.	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety.	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home.
Year 4	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice.	Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others and the environment.	Families: Diverse types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Staying healthy: Hygiene, germs; Early signs of illness and seeking help. Growing and changing: Dental change, growth and health Growing up; Puberty and hygiene including periods; Sleep	Keeping safe and healthy Keeping the environment safe and healthy. Farmyard safety Basic first aid.

Year 5	Growing and Changing Growing up; Puberty, including periods. How physical activity affects wellbeing	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact. Permission-seeking and giving; Personal safety.	Careers: <u>Career types;</u> <u>challenging career stereotypes;</u> <u>Enterprise project with a positive environmental impact</u> = <u>CROSS-YEAR, GROUP WITH Y7</u>	Substances and keeping active Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws Benefits of a balanced lifestyle; Balancing internet use;
Year 6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made.	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation.	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support.	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online
Year 7	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation.	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services.	Substances: Social norms regarding drugs, alcohol, and tobacco; Myths and misconceptions; Influence and risks relating to substance use.	Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project to include environmental considerations. <i>CROSS-YEAR, GROUP WITH Y5</i>	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online.	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.
Year 8	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes. Routes into careers; Progression routes; Online presence.	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety.	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others.	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change.

PSHCE ‘Actively promoting core British values’.

1. Self-esteem/self confidence

Year 3 Michaelmas 2, Lent 1 and summer 1; Year 4 Lent 1; Year 5 Lent 1 and Summer 2; Year 6 Michaelmas 1 and Lent 2; Year 7 Michaelmas 2, Summer 1, and Summer 2; Year 8 Michaelmas 1, Summer 1, and Summer 2;

2. Right from wrong/civil and criminal law in England

Year 3 Spring 1 and Summer 2; Year 4 Lent 1; Year 7 Michaelmas 1, Lent 1 and Lent 2; Year 8 Michaelmas 1 and Lent 1.

3. Accept responsibility for behaviour.

Year 3 Lent 1 and Summer 2; Year 5 Michaelmas 2 and Summer 2; Year 6 Michaelmas 1.

4. Contribute to living locally and in society more widely.

Year 3 Summer 2; Year 4 Michaelmas 2, and Lent 1; Year 5 Summer 1; Year 7 Lent 1, Summer 1.

5. Knowledge and respect for public institutions and services

Year 3 Lent 1 and Summer 2; Year 4 Summer 1; year 5 Summer 2; Year 7 Michaelmas 2 and summer 1; Year 8 Lent 2.

6. Tolerance and harmony between cultural traditions

Year 3 Michaelmas 1; Year 4 Michaelmas 2; Year 5 Michaelmas 2.

7. Respect for others

Year 3 Michaelmas 1, Lent 1 and Summer 2; Year 4 Michaelmas 2 and Lent 1; Year 5 Michaelmas 2 and Lent 2; Year 7 Michaelmas 1, Lent 1 and Summer 1 and 2; Year 8 Michaelmas 1 and Lent 1.

8. Respect for democracy

Year 3 Lent 1 and Summer 2; Year 4 Michaelmas 2; Year 7 Lent 2; Year 8 Lent 1.

‘Paying particular regard to the protected characteristics set out in the 2010 Equality Act, through PSHCE.

Age

Year 4 Michaelmas 2; Year 5 Michaelmas 1; Year 5 Michaelmas 2; Year 7 Summer 1 and 2; Year 8 Michaelmas 1.

Disability

Year 3 Michaelmas 1; Year 4 Michaelmas 2; Year 5 Michaelmas 2; Year 7 Summer 1 and 2; Year 8 Michaelmas 1.

Maternity and pregnancy

Year 6 Michaelmas 2; Year 7 Summer 1 and 2; Year 8 Michaelmas 1 and Lent 1.

Gender re-assignment

Year 4 Michaelmas 2 and Lent 2; Year 5 Michaelmas 1; Year 5 Michaelmas 2; Year 6 Michaelmas 1; Year 7 Summer 2; Year 8 Lent 1; Year 8 Michaelmas 1 and Lent 1.

Marriage and civil partnership

Year 4, Michaelmas 2, Lent 2; Year 5 Summer 1; Year 6 Michaelmas 2; Year 7 Summer 1 and 2; Year 8 Michaelmas 1 and Lent 1.

Race

Year 3 Michaelmas 1; Year 4 Michaelmas 2; Year 5 Michaelmas 2; Year 7 Summer 1 and 2; Year 8 Michaelmas 1.

Religion or belief

Year 3 Michaelmas 1; Year 4 Michaelmas 2; Year 5 Michaelmas 2; Year 7 Summer 1 and 2; Year 8 Michaelmas 1.

Sex (Gender)

Year 3 Michaelmas 1; Year 4 Michaelmas 2; Year 5 Michaelmas 2; Year 6 Michaelmas 1; Year 7 Summer 1 and 2; Year 8 Michaelmas 1 and Lent 1.

Sexual orientation

Year 4 Michaelmas 2 and Lent 2; Year 5 Michaelmas 2; Year 6 Michaelmas 1; Year 7 Summer 1 and 2; Year 8 Michaelmas 1 and Lent 1.

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