

# Edward Peake C of E (VC) Middle School

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## Personal, Social, Health and Citizenship Education (PSHCE) Policy 2021 - 2022

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### 1. Aims

The intention of the PSHCE curriculum is to provide a broad, balanced and knowledge-rich education, which ensures each and every child can fulfil their potential by offering challenging and engaging learning experiences with Christian values at the heart. The schemes of work aim to equip pupils with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes pupils need to protect and enhance their wellbeing.

Through these lessons, pupils will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHCE curriculum coverage is a vital tool in preparing pupils for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Health and Wellbeing.

The PSHCE units aim to cover a wide range of the social and emotional aspects of learning, enabling pupils to develop their relationships with others, recognise behaviours in others and allowing pupils to develop their identity and self-esteem as active, confident members of their community and prepare them for the working environment. The themes and topics support social, moral, spiritual and cultural development and provide pupils with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

### 2. Statutory requirements

PSHCE is a non-statutory subject. However, there are aspects of it we are required to teach.

Key Stage Two:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Key Stage Three:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

### **3. Content and delivery**

#### **3.1 What we teach**

As stated above, we are required to cover the content for Relationships Education and Health Education for both Key Stage 2 and 3, and Sex Education at Key Stage 3, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on our website.

For other aspects of PSHCE, including Health Education, see the attached curriculum map for more details about what we teach in each year.

#### **3.2 How we teach it**

PSHCE is taught once a week to all year groups. Parts of the PSHCE curriculum are linked to the wider school, including assemblies and form class times. These include:

- internet safety
- issues with bullying (e.g. Anti-Bullying Week) and
- understanding of democracy government and how laws are made and upheld (e.g. Parliament Week, voting for improvements/changes led by School Council members)

The PSHCE curriculum is delivered by the form tutors within Key Stage 2 and by a member of the PSHCE teaching staff to Key Stage 3 pupils. Within the PSHCE curriculum planning, there are differentiated activities for pupils who need support and for those that need to be challenged further. We ensure pupils with special educational needs and/or disabilities (SEND) are included in all PSHCE lessons by:

- breaking down the learning outcomes into smaller steps
- re-visiting, re-enforcing, consolidating and generalising previous learning
- introducing new concepts, knowledge and skills
- re-visiting content through cross-curricular learning and /or through other activities in school
- using Baseline Assessments to identify pupils' starting points
- provide opportunities in school to promote physical, social and emotional understanding

When teaching controversial topics or dealing with difficult questions from pupils, staff need to:

- have personal awareness and self-reflection
- have awareness of the nature of controversial issues and the challenges they pose before the lesson
- have awareness of the make-up of the class environment
- have the ability to use and apply a range of teaching styles
- create an appropriate classroom atmosphere and support the democratic school culture

- introduce pupils to frameworks and strategies
- eschew the role of a 'knowledgeable expert'
- train pupils to identify bias
- have the ability to plan and manage discussion effectively
- have the ability to use and apply a range of specialised teaching techniques
- involve other teachers or leaders within the school
- ensure the Ground Rules are revisited at the beginning of every lesson and ensure the pupils know these Ground Rules

PSHCE teaching staff may wish to raise concerns about their ability to teach certain areas of the PSHCE curriculum or seek support before teaching a particular area. In these instances, teachers may:

- seek advice/support from the PSHCE Subject Lead
- seek advice/support from their 'teaching partner'
- seek advice/support from the CPD slides on the shared drive (provided by the DfE, yet amended for Edward Peake)
- seek advice/support from the PSHE Association

To inform PSHCE planning at Edward Peake, many elements of it have been sourced from the PSHE Association or affiliations of the PSHE Association. These resources have then been adapted to cater for the pupils of Edward Peake.

Many of the PSHCE lessons begin with a Baseline Assessment, and are concluded with an Endpoint Assessment. These are used to inform teachers of pupils' knowledge starting points and what they learn throughout the lesson. The assessment method for PSHCE is an ipsative approach, where pupils' progress is based on their initial understanding to their understanding at the end of the lesson or unit of work.

Progress is reported to parents through End of Year reports and at Parent Evenings with Subject Teachers.

## **4. Roles and responsibilities**

### **4.1 The Governing Board**

The governing board will approve the PSHCE policy, and hold the headteacher to account for its implementation.

### **4.2 The Headteacher**

The headteacher is responsible for ensuring that PSHCE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to the needs of individual pupils

## **D. Hooper is the PSHCE Subject Lead.**

#### **4.4 Pupils**

Pupils are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity.

#### **5. Monitoring arrangements**

The delivery of PSHCE is monitored by D. Hooper (PSHCE Subject Lead) through:

- Termly PSHCE team meetings
- Learning walks
- Book scrutinies
- Pupil interviews

This policy will be reviewed by D Hooper (PSHCE Subject Lead) annually.

At every review, the policy will be approved by the governing board and the headteacher.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

- The RSE policy

Signed \_\_\_\_\_  
Chair of Governors

Date approved September 2021

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