

Personal, Social, Health and Economic Education (PSHE) POLICY

We have encountered much change over recent history and, as time goes by, life in the 21st century continues to change at unprecedented rates. Technology, interpersonal interactions, social media, academic knowledge, politics, economics, and self-awareness among others, continue to change. It is our role to educate the children of Cheddington Combined School effectively so that they are prepared for what challenges they may face.

Learning about successful interactions with others and with the wider society is not a solitary venture. We encourage the children to work together as partners and in groups to respectfully challenge and learn from each other using age-appropriate stimuli presented (realistic - though hypothetical - scenarios, interviews, pictures etc). The curriculum is based on a model scheme of learning from the PSHE Association, though actual content is tailored to the Cheddington Combined School cohort.

The curriculum comprises four main themes:

Health and Wellbeing

Every class begins each year with a 'Good to be Us' module whereby we address life choices. E-safety, effective interpersonal communication, healthy living and keeping safe in society form the basis of this module.

In Key Stage 1 (Years 1 & 2), the children learn to identify feelings, emotions and positive interactions through book studies, discussion and role play. Personal targets are set to allow for reflection as the year goes on. The children are encouraged to assess how they perceive their learning environments and how they interact with them to create a more positive workspace for all.

Through to Key Stage 2 (Years 3, 4, 5 & 6), the children learn more about what keeps us healthy and how this can impact our physical and mental health. Positive interpersonal relationships are discussed and encouraged by developing empathy for others by understanding the world from another's perspective. This is facilitated via stories from books as well as the sharing of personal experiences.

Living in the Wider World

British values form the core of being successful in modern-day Britain. These encompass five main themes: 'Rule of Law', 'Democracy', 'Individual Liberty', 'Mutual Respect' and 'Tolerance of all Religions, Beliefs and Cultures'. Although these themes are explicitly taught as part of our PSHE curriculum, they are cross-curricular throughout the year dependent of the time of year (for example, festivals from other religions), as well as reactive based on events within class (for example, a growing family), or in the country at the time (for example, snap elections).

In Key Stage 1, the children begin to learn about what rights and responsibilities we have and how these can impact the world around us. The value of money and work are also taught to allow the children to understand the importance of money and that we all have different strengths, and these help us to be part of a community. The module of Media Literacy and Digital Resilience teaches the power of the internet and how to filter information that is readily accessible online.

Key Stage 2 children build on the power of the internet and learn about social media types and how online information can be targeted. They also discover more about what it means to be part of a community and the role of the democratic vote and the Rule of Law that governs the UK. The children continue to build on prior self-awareness learning, to begin to mould aspirations for their futures and understand what is required to achieve these goals.

Relationships

In addition to the 'knowing yourself' aspect of PSHE delivered during the Health and Wellbeing module, the children become increasingly familiar with interpersonal interactions within modern society. The learning is progressive and is delivered in an accessible way so that all can benefit.

In Key Stage 1, the children become familiar with what is a healthy relationship and how this can impact the individual. In addition to learning about different emotions, the children learn about self-regulating emotions. The children are introduced to the concept of negotiation and how compromises can work to the benefit of all concerned.

Through Key Stage 2, the children build on prior knowledge of healthy relationships by comparing and contrasting familial and friend relationships. Developing empathy for others and knowing when and how to ask for help when needed is also taught. In Year 6, the children are prepared for a positive transition to Secondary School.

Relationships and Sex Education (RSE)

In Years 2, 3, 5 and 6 the children also have a separate module of RSE. From September 2020 it became statutory that we teach Relationships Education and within that, pupils at Cheddington School are taught to respect differences in others (see above). We also teach Sex Education in an age-appropriate way. This familiarises the children with the correct anatomical terminology of body parts and how this sits alongside some transitions of humans, progressing from knowing and understanding the human life cycle in Year 2, to puberty (including personal hygiene) in Year 5 before learning about the biology of reproduction in Year 6.

The spiral curriculum is delivered such that topics are revisited over time; however, this is with increasing complexity. For more detailed curriculum content, please see the details on the "Our Curriculum: PSHE/HRSE" part of the school website. Each lesson requires the children to self-assess their understanding of lessons delivered based on defined Learning Intentions (Lis). As the children progress through the key stages, the Lis are created in collaboration with the children to foster ownership of learning. To ensure teaching is efficacious, pupils are teacher-assessed at regular intervals throughout the school year based on the milestones identified. Subsequent teaching is planned and delivered based on these outcomes. Should a pupil require additional learning to fully embed learning, the class teacher works collaboratively with other members of the team (e.g. support staff, PSHE Manager, SENCo among others) to put this in place.

The role of the PSHE Subject Manager is multi-faceted. I am responsible for ensuring the planned curriculum is robust with appropriate resources to support all learning regardless of start point. I lead staff training sessions and signpost for expertise where appropriate. I monitor our Teacher Assessments regularly to ensure the milestones are fit for purpose and that progress is being made by the pupils. These outcomes define future staff training.

I hold EMU (Evaluation, Monitoring and Understanding) sessions termly for the pupils in Key Stage 1 and Key Stage 2 to gauge their experience of PSHE/HRSE and to review recorded learning in books. This is a three-phase delivery process whereby I complete a traditional review of completed work in exercise books and review data from the previous assessment point. There is then a 'collapse' of the traditional year groups to allow a single delivery of subject matter which supports the creative and critical thought of the pupils. This also provides me with the voice of pupils' experience of PSHE/HRSE at school. After the lesson delivery, I reflect on the event with particular focus on:

1. The child's interaction with the task, the teacher and each other
2. Level of creative and critical thought
3. Learning behaviours observed which are interwoven with our school values (respect, teamwork, passion, determination and patience)
4. Next steps

During these sessions, I go beyond the curriculum and guide the children to complete an activity based on a particular theme which could be person-centred, school-reflection (e.g. values led) or a group-reflection activity (e.g. interpersonal interaction); above all, I aim to incorporate creative and critical thought in these activities. In addition to the scheduled EMU sessions, I regularly review samples of children's work and conduct learning walks (observe teachers delivering PSHE lessons) to ensure the validity of teaching.

All of the above allow me to be an informed advocate for the subject, identify clear targets and success criteria for its development in line with changes to the required curriculum which lead to sequential deep learning for the children in all classes.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2026