



Pilgrims School

Personal, Social, Health, Cultural and Economic
Education Policy

July 2022

Next review date: July 2023



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Please note: 'School' refers to Early Years Foundation Stage (Kindergarten, Little Pilgrims and Pre School) and Pilgrims Main School.

VALUES AND AIMS

Through the teaching of PSHCEE we aim to help children to

- recognise their own worth and develop a positive self-image
- gain the ability to think for themselves and make healthy and safe decisions
- acquire a greater awareness of their own physical and mental well-being and develop strategies to have a positive impact on these areas
- have a greater awareness of a growth mindset and develop resilience and positive attitudes to learning and challenges
- develop imagination, creativity, problem solving and a willingness to take appropriate and measured risks
- develop positive relationships and respect differences between people
- respect their own environment and that of the wider world
- lead a happy and fulfilling school life, reflecting the ethos of the school
- develop areas of personal interest by capturing their curiosity
- value contributions of others, listening to different opinions and ideas, so that they become respectful and tolerant
- distinguish between right and wrong, accepting responsibility for their own behaviour
- gain a broad general knowledge of public institutions and services in England
- acquire a respect for their own culture and appreciation of racial and cultural diversity
- become active, responsible and knowledgeable citizens, contributing positively to the lives of others
- prepare for and embrace changes in their lives
- verbalise and understand their own feelings and emotions
- understand positive relationships including relationships within families and friendships
- understand the value of money, to have goals and aspirations and to learn about simple economics
- understand online safety and appreciate the positive aspects of the internet
- differentiate between appropriate and inappropriate touch
- to know who their 'trusted' adult is if they need to talk about a problem

Personal, Social, Health, Cultural and Economic Education (PSHCEE) is a central part of every child's journey. At Pilgrims it is recognised as a fundamental building block for success in life. PSHCEE encompasses a child's spiritual, moral, social, cultural, mental and physical development. PSHCEE teaching involves the planning and delivery of outstanding learning opportunities and experiences which give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens in a rapidly changing world. PSHCEE at Pilgrims reflects the school's ethos and our principal values of *kindness, curiosity and respect*. Our approach ensures that all children

develop a clear sense of self and a respect for others, in order to contribute positively to the wider community.

We recognise and actively promote British Fundamental Values when planning and teaching PSHCEE, linking this carefully with the British Values Policy, which can be found on the 'Ethos' section of the Pilgrims School website. This policy meets the DfE requirement 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.**” For further information refer to **Promoting Fundamental British Values policy.**

OBJECTIVES

Children will be given regular opportunities to

- feel positive about themselves in a sympathetic and caring environment by:
 - having their achievements recognised
 - being given feedback about themselves
 - demonstrating their talents as part of school performances
- recognise and learn about their own and other people's feelings, becoming aware of the views, needs and rights of other children and older people
- prepare for change, for example a new year group or transferring to a new school
- ask for help when it is needed
- meet and talk to people from the wider community so as to develop the social skills enabling them to play an active role as independent citizens
- take part in discussions about topics of school, local, national, European and global concerns
- consider the social and moral dilemmas that they come across in everyday life (eg aggressive behaviours, questions of fairness, right and wrong)
- begin to learn about democracy and the democratic process
- take and share responsibility for their own behaviour by helping to make classroom codes of conduct and following the agreed set of rules
- learn online safety skills and how to make sensible and informed choices online
- take responsibility for the needs of others
- make real choices and decisions about issues affecting their health and well-being such as diet, how to spend money and contributions to charities
- learn a range of social skills such as how to share, take turns, play, help others, manage their feelings, resolve arguments and resist bullying
- to develop relationships between work and play for example:
 - sharing equipment with other children or their friends in a group task
 - taking part in activities with children that have particular needs
- explore growth and fixed mindsets and understand the benefits of having a positive attitude to learning new things and facing new challenges
- Understand how to keep themselves safe and to identify people they can trust to talk to if they don't feel safe or comfortable about a situation
- to have an understanding of how to keep safe when using the internet

TEACHING, PLANNING AND ORGANISATION

Although many aspects of PSHCEE are integrated through the school's creative curriculum and on-going pastoral care, PSHCEE is also taught discretely from Pre-school up. This is done through individual class sessions, year group assemblies and whole-school assemblies. A variety of teaching and learning styles and differing classroom organisations are necessary in order to maximise the significant contribution that PSHCEE makes to children's all-round development. Equality of opportunity in the teaching and learning process is central; children are supported to work at their individual pace and level. All children will receive their entitlement to a broad, balanced and relevant PSHCEE curriculum which will enhance self-esteem, skills, knowledge and personal satisfaction.

The Early Years Foundation Stage Curriculum for children aged 0-5 years, ensures coverage of PSHCEE through the Prime Areas of Personal, Social and Emotional Development and 'People, Culture and Communities' within Understanding the World with links to the Characteristics of Effective Learning. PSHCEE skills lists are also used when planning to ensure continuity and progression across the school.

In Key Stage 1 each year group follows **PSHE programme of Study**. Using the **1Decision** PSHE scheme, every half term will have a set focus including; Keeping/ Staying Safe, Keeping/ Staying Healthy, Relationships, Being Responsible, Feelings and Emotions and Our World. Children will have the opportunity to watch video clips covering a range of scenarios and discuss their views and feelings on choices made in these clips. They will then get to see the outcomes with alternate endings. Assemblies and circle times are also used as an effective means of teaching these skills. In addition to Circle Time, further learning opportunities are implicit and infused in to day to day life, following up issues arising within the classroom or playground. Much of this work is ongoing as a result of Pilgrims' whole school commitment to the School Values of *kindness, curiosity and respect*.

Visits, special days, class assemblies, key school events e.g. Christmas concerts, sports days and the Year 2 residential trip provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through participating and reflecting on first-hand experiences.

From Pre-school through to Year Two regular sessions will take place following the **Making Me** charity's emotional resilience programme. The Children participate in **Kipsy Caterpillar Club**, in which the children will explore a different feeling. In Reception through to Year Two the children will take part in sessions which include a story or game, discussion about the specific feeling and calm time. In Pre-school children will have circle times where they have discussions around specific feelings and calm time. As an extension of this we offer **Talk Time** also inspired and devised by **Making Me**. Children can have an opportunity to share their feelings with a designated member of staff. The emphasis can be any feelings, so as well as worries

and concerns the children can also share anything they wish, such as something they are proud of. Children from Reception to year Two can attend 'drop in' sessions with the school nurse or one of the Learning Support Assistants from the Wellbeing Team. They can also be recommended for this by a member of staff or a parent.

Throughout our curriculum we learn about the importance of / encourage our children to have a **Growth Mindset**. Children from Reception to Year Two will learn about the **Learning Powers** – Resilience, Reflection, Resourcefulness, Reciprocity. The school will use the Super Hero mascots – Captain Resilience, Doctor Reflection, Professor Resourceful and Reciprocity Ranger to teach about these learning powers. Weekly assemblies will be used to explore the learning Powers and the mascots will be used to reference them in class. For at least one session per half term children from Reception up to Year 2 will have a discrete **Growth Mind Set session**. They will learn about how the brain works and explore the importance of facing challenges and trying things that are difficult. They will learn that failure is part of learning and that perseverance and determination are key to achievement. This will also be a regular assembly focus as well as being an intrinsic part of learning at Pilgrims.

In addition, following the guidance set out in the national **PSHE programme of study** assemblies and/ or discrete lessons and circle times are planned with a focus on **Online Safety**. This covers the areas of 'Online Relationships' and aspects of 'Being Safe' set out in the Key Stage One guidance. These sessions are planned using **Online Safety Lesson Plans** taken from **National Online Safety** using the cross-curricular framework '**Education for a Connected World 2020 UK CCIS**'. The following areas are covered: **Self-image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security** and **Copyright and Ownership**. These are introduced in Year One and built upon in year Two, where they are statutory but some elements will also be covered for our younger children when appropriate.

We also teach online safety through our weekly specialised ICT lessons and it is reinforced across the curriculum by teachers.

There is also a half termly focus on the **NSPCC PANTS** (underwear rule) to educate about appropriate and inappropriate touch and to promote talking to a 'safe person' in the event that this is required, in order to keep all children safe. Fire Safety and teaching about other Health and Safety hazards are also taught through whole class assemblies.

PSHCEE is also taught through other curriculum areas such as:

- **Literacy:** skills in enquiry and communication, stories that illustrate aspects of personal and social development. PSHCEE activities involve a high level of speaking and listening
- **Mathematics:** aspects of financial capability, counting and sharing

- **Science:** including medicines, lifecycles, feelings, emotions, health, growing and changing, safety and the environment
- **ICT:** communicating with others via email, finding information on the internet through safe searches, activities to promote eSafety (CEOP internet safety resources)
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- **Design & Technology:** health and safety, healthy eating, use of technology
- **History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies, significant people, British and national events, ideas and experiences from the past.
- **Geography:** topical issues concerning the environment, sustainable development, land use, local and world issues, including how we support economically developed countries.
- **Art:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- **Music:** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- **Physical Education:** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

Planning ensures that cross-curricular dimensions are identified and opportunities are taken particularly with reference to the promotion of British Fundamental Values, Relationships and Sex Education, Safeguarding and Online Safety.

MANAGEMENT AND CO-ORDINATION

The Curriculum Co-ordinator for PSHCEE

- Monitors and evaluates the planning and delivery of PSHCEE through lesson observations and liaison with staff when evidence is collected.
- Ensures they keep updated with current practice and national developments, in addition to undertaking relevant training.
- Oversees, implements and updates the policy.
- Supports and guides colleagues when and where necessary.
- Links with other curriculum coordinators and senior management.
- Monitors and evaluates the PSHCEE curriculum, liaising with both staff and pupils and parents.
- Writes the Action Plan for PSHCEE each year, after liaising with senior management and class teachers.
- Orders and monitors resources and manages a budget effectively.

RESOURCES

Resources are based in the school library or within each year group and all teachers have access to relevant online resources. Many resources are part of our on-line schemes.

PRESENTATION

The children present their work through drama, circle games, class and group discussions. Sometimes they will present work in written form, e.g. poetry and writing their own rules for games.

PUPIL ROLES AND RESPONSIBILITIES

At Pilgrims pupil voice and pupil responsibilities are regarded as highly important. The range of roles and responsibilities includes

- The School Council
- Playtime Pals
- Playtime Helpers
- Eco Warriors
- Dining Hall Helpers

The school Council leads the pupil voice and meets regularly. The role of the School Council is to provide opportunities for children to:

- discuss issues and share ideas
- plan ahead
- liaise between peers and staff
- take an active involvement in school life
- take responsibility for analysing and solving problems
- work co-operatively and collaboratively
- represent different points of view and develop balanced arguments
- prepare for the opportunities which may be available to them in their next school
- help to organise charity events

Playtime Pals Support children who find playtimes difficult or for those who are simply unsure of who to play with. Every day of the week different 'Playtime Pals' will be available for children to approach them if they wish to play with them.

Playtime Helpers support lunchtime staff to set up and tidy away equipment. They act as role models to promote looking after our school and keeping it safe and tidy.

Eco Warriors are a small committee of children who help to raise awareness of environmental and ecological issues in school and in the wider community. They attend regular meetings and share information through way such as school assemblies.

Dining Hall Helpers support lunchtime staff. They are responsible for jobs such as pouring out water. They reinforce the school values in ways such as praising good table manners.

SCHOOL CHARITY

At Pilgrims we choose to support and promote local, national and international charitable causes in order to:

- Broaden the children's education awareness and provide first hand practical charitable experiences.
- Support those who are less advantaged in our local community and beyond.
- Put the school values into practice.
- Engage the children, their parents and the staff in charitable events
- Develop an interest in regular charitable habits

Each year the school looks to support different charities, in different ways:

A local charity is nominated annually to receive funds raised via Pilgrims Parents Association events, collections at the end of Christmas performances, proceeds following the sale of Harvest Festival produce and any other collections throughout the year. The charity is decided upon, with input from staff and parents, in the summer term for the following academic year.

The charity chosen is contacted and publicity materials are requested to support the promotion of the charity within school and in school communications. Where possible, a representative from the charity will be invited to visit school to present an assembly to the children to share with them the work they do and how the funds raised will be used.

In addition, the school also supports the following national charities:

- Comic Relief/Red Nose Day and Sport Relief (March)
- Jeans for Genes (September)
- Macmillian Cancer Support / Coffee Morning (September)
- Royal British Legion - Poppy Appeal (November)
- Children in Need (November)
- Save the Children - Christmas Jumper Day (December)

As part of the school curriculum, children may also be involved in other charitable events such as:

Worldwide Walk for Water - Year 1

Royal National Lifeboat Institution – Year 2

Barnardo's – Year 2

Harvest Festival – whole School

(A collection of non-perishable produce is passed on to Bedford Food bank)

The School also responds to national and international emergency appeals, where appropriate, such as Red Cross or adhoc fund-raising events which have a particular child centred link.

Charity events held in support of curriculum activities are organised by class teachers / Early Year Practitioners. They are responsible for the planning, communication and advertising of their events and liaise where necessary with the school administration staff for support with the collection of funds and publishing and advertising of dates. National annual fundraising events such as Children in Need are organised by the administration team who liaise with the teaching staff where necessary.

Childrens' support and participation in each event may vary and can include singing and entertaining, providing refreshments, writing invitations, taking part in a sponsored event i.e. swim, walk, bringing in a teddy.

ABLE, GIFTED AND TALENTED

Children who display particular talents in PSHCEE education are identified and put on the Able, Gifted & Talented register. They are then given opportunities to further develop their skills through differentiation within the class, through class assemblies and enrichment opportunities (see A, G&T Policy)

SEND PROVISION

Planning will be differentiated to accommodate individual children's needs where relevant. Teaching and learning will take into account the current policy for children with special educational needs.

SEND provision is in accordance with the school SEND policy. In this area of the curriculum, children with SEND will be supported as appropriate.

EQUALITY, ACCESSIBILITY AND DIVERSITY

We understand our responsibility in relation to the Equality Act 2010, specifically that we must not unlawfully discriminate against any pupil because of their protected characteristics. The protected characteristic being as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school will encourage respect for other people in regard to the protected characteristics. Whilst the school is not required to address all of the groups in every year group, whilst considering the age of our pupils and their learning capabilities, we will actively promote tolerance and mutual respect for the different protected groups. Age appropriate resources such books and assembly presentation visuals will be used to represent various groupings such as same-sex parents, single parent families, those of various religions. In our curriculum we will actively plan and map out content that ensures that children are provided with opportunities to learn about a range of people from different demographic groupings. For example, we will recognise the achievements of different cultures, races and genders. This will not only be covered with PSHCEE but through a cross-curricular approach, e.g. exploring artists and composers from a range of Nationalities. Representation and celebration of a range of different people should be an intrinsic part of the children's learning at Pilgrims.

If occurrences or events involving one or more of the protected characteristics become an issue amongst pupils, the school will help the children to understand the issues and promote respect for all those with those characteristics. These will be used as teaching points as or when they occur. Individual pastoral needs would be catered for as and when appropriate in relation to children's individual protected characteristics.

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

RE

Inclusion statement

Early Years Foundation Stage

Able, Gifted and Talented

The Teaching and Learning Policy

Equal Opportunities

Fundamental British Values

Relationships and Sex Education

Behaviour Management Policy

Appendix 1- Policy Change Tracking

Policy Name:	PSHCEE Policy
Owner:	Graham Orr
Ratified by:	
Last review Date:	July 2022
Next Review date:	July 2023

Date: 13/7/22

Comment:

P3 Noted that Whole school also includes Kindergarten 'Safe person' now called 'Trusted adult' in line with Online Learning terminology
Within objectives – two objectives added in reference to online learning.
P5 -Teaching, Planning and organisation Paragraph – a sentence about race, gender and disability taken out, as now part of new section regarding equality, accessibility and diversity. Paragraph 2 UTW early learning goal included.
Paragraph re Making Me and Kipsy Caterpillar revised.
P6 – Second paragraph re Growth Mindset revised.
Third paragraph about Online Safety added.
P7 A paragraph about Cross-curricular taken out as covered later in policy.
P8 -Pupil Roles and Responsibilities – Dining Room Helpers added
P10/ 11- Information included about Equality, accessibility and diversity.
P11 Policies in conjunction – Relationships and Sex Education added.