



PERSONAL, SOCIAL, HEALTH AND ECONOMIC POLICY

Revised: Spring 2021

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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School	means Clifton All Saints Academy
KPIs	means Key Performance Indicators
PSHE	means Personal, Social, Health and Economic Education
SEND	means Special Educational Needs and Disabilities
RSE	means Relationships and Sex Education

CURRICULUM INTENT

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability. PSHE is a non-statutory subject within the National Curriculum. However, the School is committed to the development of the whole child and as a consequence the School places Personal, Social, Health and Economic Education at the heart of all that the School does. The School recognises that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that the School takes pride in and assumes with integrity and purpose.

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. Schools should teach their education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.”

The National Curriculum, updated 2020

AIMS

- Develop an awareness of their responsibility as a citizen of the School and the wider community.
- Respect people’s differences, demonstrating tolerance towards others and foster positive attitudes to differences.
- Become independent and responsible members of the community.
- Develop their self-confidence and self-esteem.
- Have a strong understanding of how to live a healthy lifestyle and to take responsibility for their own physical and mental health.
- Have an awareness of their own safety and how to make informed choices to keep themselves safe.
- Have the skills to make informed choices with regards to personal and social issues.
- Develop a range of personal skills, which will help them to understand relationships, and appreciate the values of a stable family and the responsibilities of parenthood.
- Begin to develop an understanding of the world of work and the wider issues of economic and industrial life.
- Develop an awareness of their responsibility for the environment.

- Understand the importance of British Values
- Be aware of how to keep themselves safe online and the potential risks of using the internet and social media in today's society.

CURRICULUM IMPLEMENTATION

The teaching and implementation of the PSHE Curriculum at the School is based on the needs of our own children in our local area. The School uses the Kapow scheme of work to facilitate this. Topics are well-structured and the School has a spiral approach from Reception to Year 6. Therefore, the School implements a curriculum that is progressive throughout the whole school. Teachers plan lessons for their class using a progression of skills document and use the Kapow Scheme to support their teaching and planning.

Children are encouraged to be inquisitive learners. Lessons are planned so all children can succeed and make progress. SEND children are supported and the curriculum is differentiated so all children make progress and are challenged. Links between PSHE and the other curriculum areas are often made. More detail can be found in the School's Curriculum Long Term Overview.

At the School, the emphasis placed on PSHE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis:

School Values: The School Values focus on the acquisition of key qualities that ensure pupils are able to meet the School's PSHE Intent Statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to the School's values which are:

YEAR A	YEAR B
<ul style="list-style-type: none"> • Generosity • Compassion • Courage • Forgiveness • Friendship • Respect 	<ul style="list-style-type: none"> • Thankfulness • Trust • Perseverance • Justice • Service • Truthfulness

A value is introduced and focussed upon for a half term during a whole school Collective Worship at the start of the term and then during Collective Worship throughout that half term. Pupils are rewarded throughout the half term with Dojo Points when they display school values – the emphasis and importance of the School values is evident throughout the school day at the School.

PSHE Framework

The School's PSHE Framework was selected in conjunction with all school stakeholders and encompasses the key themes of: Family and relationships, safety and the changing body (including online safety), health and well-being, citizenship, economic well-being, transition and finally identity. During weekly timetabled lessons, using a combination of the PSHE/RSE Frameworks these subjects are taught in a progressive and systematic order across all year groups.

Early Years Foundation Stage

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to develop:

Self-confidence and self-awareness:

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships:

children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Key stage 1

Pupils are taught to:

- Make healthy choices.
- Describe their feelings to others.
- Use simple strategies for managing their feelings.
- Recognise what they are good at.
- Set goals.
- Name the main parts of the body and explain how these change over time.
- Keep safe in different situations.
- Ask for help if they are worried about something.
- Keep things private and respect others' privacy.
- Recognise what is fair and unfair, kind and unkind, and right and wrong.
- Respond correctly when people are being unkind to them or others.
- Recognise when their body or feelings are hurt or when others are hurt.
- Respect similarities and differences in others.
- Share their views and ideas with individuals and with the whole class.
- Listen to other people and play and work cooperatively.
- Resolve simple arguments.
- Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.
- Get help if they experience or witness teasing or bullying.
- Respect their needs and the needs of others.
- They know who the special people in their community are and know how to contact those people when they need their help, including dialling 999 in an emergency.
- Look after the local environment (including conserving energy).
- Save and spend money.
- Make choices and keep track of money spent/saved.

Key stage 2

Pupils are taught to:

- Recognise how images in the media do not always reflect reality and can impact on how people can feel about themselves.
- Identify the risks and effects of drugs.
- Reflect on and celebrate their achievements and identify their strengths.
- Accurately identify areas for improvement and link these to setting new goals.
- Differentiate between risk, danger and hazard.
- Risk assessment.
- Undertake increasing responsibility.
- Resist pressures linked to behaving in unacceptable, unhealthy or risky ways.
- Recognise when they need to ask for help.
- Explain their right to protect their body and the law linked to contact and abuse.
- Recognise people who are responsible for keeping them healthy and safe.
- Understand confidentiality and the need to sometimes break confidence.

- Manage dares.
- Listen and respond respectfully and fully to a wide range of people.
- Be confident when raising their concerns and raise them considerately.
- Try to see, respect and if necessary constructively challenge, their points of view regularly.
- Recognise and challenge stereotypes.
- Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
- Understand how to challenge bullying and abuse in all its forms.
- Maintain positive and healthy relationships.
- Recognise when a relationship is unhealthy and know who to talk to for support.
- Identify healthy types of relationships.
- Judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Recognise and respect personal boundaries and everyone's right to privacy.
- Identify how their body and emotions may change through puberty.
- Explain human reproduction.
- Research, discuss and debate topical issues, problems and events that are important to them and offer recommendations.
- Understand human rights and children's rights.
- Contribute to their community and recognise the role of groups, especially in relation to health and wellbeing.
- Explore and critique how the media present information.
- Critically examine what is presented to them in the media and explain why it is important to do so.
- Be careful online and in relation to the information they pass on and understand how information can be misinterpreted.
- Explain resource allocation and the impact of these choices at an individual, community and global level.
- Develop their enterprising skills.

CURRICULUM IMPACT

Children at the School are enthused and inquisitive about the different elements of PSHE. They ask questions; are confident to explore ideas; polite and considerate. They have a sound understanding of the essential requirements for effective communication and the development of positive relationships; they leave the School well equipped to successfully embrace and enjoy their future education with a very real view of being an effective and happy contributor in today's world.

ASSESSMENT

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Attainment and progress towards the KPIs is recorded using Balance software. Teachers update this each term. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in PSHE is reported to Parents annually in school reports.

The curriculum overview can be found [here](#).