



Personal, Social, Health, Citizenship & Economic Education (PSHCE) Policy Including the Early Years

1 Aims and objectives

At Abingdon Prep we believe that personal, social, health, citizenship and economic education (PSHCE) enables children to become healthy, independent and responsible members of society.

We are committed to providing our pupils with the tools to understand how they are developing personally and socially, and whilst doing so allow them to be able to successfully tackle many of the moral, social and cultural issues that are part of growing up. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. In developing the children's PSHCE skills we aim to focus on wellbeing to enable them to embrace change, build resilience, feel positive about themselves and enjoy healthy and responsible fulfilled lives. Teaching about healthy and safe relationships is an integral part of this subject, and this policy should be read in conjunction with the school's RSE policy. In terms of economic wellbeing and financial capability, we aim to teach our pupils to develop as questioning and informed consumers and learn to manage their money and finances effectively. We cover many aspects of education for social responsibility (ESR) such as the promotion of well-being, the rights, responsibility, knowledge, skills and opportunity that will enable young people to be valuable and constructive members of society. This includes care for the environment and awareness of current environmental issues.

We want our pupils to be confident, self motivated individuals who understand their rights and responsibilities within a diverse, multicultural society and appreciate its organisation and governance. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

Our aims are underpinned by the school's ethos and values.

1.1 The aims of personal, social, health, citizenship and economic education are to enable the children to:

- Know and understand what constitutes a healthy and unhealthy lifestyle
- Be aware of safety issues (online and offline), focusing on mental and physical safety and well-being.
- Understand what makes for good relationships with others (online and offline)
- Have respect for others; with a particular regard for the protected characteristics under the Equality Act 2010.
- Be independent and responsible members of the school community, demonstrating behaviours adopted in our school values
- Develop and promote, self confidence and self esteem and make informed choices regarding personal and social issues
- Be positive and active members of a democratic society

- Develop good relationships with other members of the school and the wider community
- Gain the knowledge, skills and understanding to play an effective role in public life
- Learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy
- Play an active part in the life of the school, neighbourhoods, communities and wider society as active citizens
- Equip pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK
- Develop their independent learning and thinking skills
- Engage with the Fundamental British Values of: Democracy, Rule of the Law, Individual Liberty, Mutual respect for and tolerance of those with different faiths and beliefs and for those without Faith.
- Develop a broad, general knowledge of and respect for public institutions and services in England
- Develop their financial awareness
- Understand the world of work through a careers programme for Years 7-8 and for Years 1-6 as part of a programme to prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society.

2 Teaching and learning styles

2.1 We use a range of teaching and learning styles to enable the subject to be taught most effectively. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, planning assemblies, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, professionals and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHCE curriculum planning

We teach PSHCE in a variety of ways.

3.1 In all year groups there are weekly discrete PSHCE/RSE lessons which are taught by form teachers or a subject specialist. Some aspects of the PSHCE curriculum are covered in form periods by the form teacher. There are many cross curricular links where aspects of PSHCE are taught in other subject areas. Details of curriculum coverage in discrete lessons can be found in long term and medium plans. The RSE curriculum is taught in units within the PSHCE/RSE programme and reference to PSHCE planning identifies which units relate to the RSE curriculum.

3.3 We also develop PSHCE through activities and whole school events. Houses which cut across the entire age range of the school meet on regular occasions. Class pairings afford the opportunity for children to work and spend time together on joint activities with

children from other year groups, promoting team skills and a sense of belonging and responsibility. We offer a number of residential visits from Year 4 upwards, where there is a particular focus on developing teamwork and cooperative skills as well as individual pupils' self esteem. Assembly themes, both whole school and within sections, focus on aspects of the PSHCE curriculum. Guest speakers may sometimes be invited to whole school or section assemblies to speak on topics relating to the PSHCE objectives. Records of guest speakers and assembly themes are kept in shared online folders.

3.4 In Years 6, 7 & 8 we aim to develop an awareness of life beyond school with a view on career choices, impartially informing them of the different sorts of career options available to them. This includes enabling pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work. In Year 6 pupils have opportunities to experience visiting speakers from a range of professions as part of assemblies and short presentation sessions, learning about rewards and challenges of various careers. In Year 7- 8 there is also a Careers Afternoon where pupils explore a broad range of career possibilities directly from the professionals. Strong male and female role models in all areas of working life will be presented to both boys and girls. Links are also built with the Senior School, with the Careers Tutor leading sessions at the Prep focusing on employability skills. Careers guidance will be presented in an impartial manner, will enable pupils to make informed choices about a broad range of career options and will help pupils to encourage them to fulfil their potential.

3.6 The protected characteristics of the Equality Act 2010 are:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation

Pupils will be made aware of these, at an age-appropriate level. To ensure that the school promotes mutual respect and tolerance for those with these characteristics, they will be taught be through assemblies, PSHCE lessons and, when necessary, if an event arises involving one or more of these characteristics. There will also be opportunities when links can be made from other subjects.

Pupils will learn that those with the protected characteristics are to be afforded an equal level of respect.

3.7 Trips and residential visits are used to enhance the delivery of the PSHCE programme. For example, Year 3 / 4 pupils visit **Hazard Alley** where they will experience a range of real life situations, understand the choices and consequences attached to the activities and find strategies to deal with them. Pupils in Reception learn how to look after their teeth via a visit from the dentist and learn how doctors keep them safe with a GP visit.

There is progression in the nature and length of **residential** trips from Year 4 to Year 8. Year 4 undertake a one night local residential trip. Year 7 undertake a week's residential

trip to France and Year 8 a week's residential trip to Dorset.

4 Early Years Foundation Stage

4.1 We teach PSHCE in the early Years as part of the EYFS curriculum and statutory guidance within the areas, most specifically, of PSED (personal, social and emotional development) and Understanding the World. It forms an integral part of the topic work covered throughout the academic year.

5 Teaching PSHCE to children with special educational needs (SEND)

5.1 If a pupil has specific educational needs as identified by teachers or an outside agency (eg Educational Psychologist) this may lead to the creation of a Pupil Profile which may include, as appropriate, specific targets relating to PSHCE.

6 Assessment and recording

6.1 Teachers assess the children's knowledge and understanding of PSHCE through observations and classroom discussions. Levels of confidence, team participation, social and communication skills are continually assessed throughout the year and reported to parents in school reports.

Pupils in Y1-8 have a PSHCE/RSE exercise book which may contain written work, activities or photographs of activities. Teachers mark the work in the same way they would for other subjects. At the start of each term, pupils undertake a self assessment/reflection of their understanding of topics and this is repeated at the end of the term (or unit) to identify personal progress. Teachers collate this information to form a whole class view of areas for strength and further development which can then inform their teaching.

6.2 Aspects of PSHCE which are taught in other subject specific lessons will be assessed in accordance with the assessment policies specific to those subjects.

6.3 We do not set formal examinations in PSHCE.

7 Resources

7.1 A range of different resources will be used to ensure there is variety.

8 Monitoring and review

8.1 The Head of Department for PSHCE is responsible for monitoring the standards of children's work and the quality of teaching. This will involve regular work scrutinies of pupils' books. There will also be a program of supportive lesson observations.

8.2 The Head of Department will support colleagues in the teaching of PSHCE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Head of Department will complete an evaluation at the end of the year evaluating strengths and indicating areas for further improvements.

8.3 The pupil voice is an important element of monitoring and reviewing our PSHE provision. There will be opportunities each year for pupils of different ages to feedback on topics that they have covered, in order to understand their opinions and their priorities for the subject. This will also provide pupils with the chance to inform us of challenges that they feel they face and would benefit from being taught about.

9. Links to other policies

This PSHCE policy should be read in conjunction with the following policies; Health & Safety, Antibullying, Anticyber bullying, EYFS, RE, Science, Relationship and Sex Education (RSE), Aims & ethos, Substance Abuse, Curriculum and Teaching & Learning.

Head of PSHE

Last internal review: October 2024

Last governor review: November 2024

Next governor review: November 2025