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*Fort Royal*



Community Primary School

*"Play, learn, Laugh, Succeed"*

# PSHECC Policy

## HISTORY OF POLICY REVIEW/CHANGES

Review Date May 2026			
Statutory Policy? Yes	Governors Approval Yes	Responsibility of Sylvia Gryzia	Date 1/9/20

Date	Page	Details of Change	Amended by	To be Ratified
May 2021	5	Section on mental health added	V.Scott S. Gryzia	Ratified
April 2022	6	Assessment and recording; Confidentiality;	S.Gryzia	
May 2023	6	Additional policy (personal development)	S.Gryzia	
June 2024	n/a	No changes, awaiting draft from DfE	S.Gryzia	
January 2025	3	Aims updated with RSHE details.	S.Gryzia	
May 2025	3,4	Pandemias	S.Gryzia	

**Pupils at Fort Royal Community Primary School have been involved in the creation of this policy through the questionnaire about school safety linked to their needs and their general wellbeing.May 2025**

*“Personal, social, health and economic education and Citizenship Curriculum (PSHECC) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.’ QCA*

At Fort Royal we see Personal, Social, Health and Economic Education, and Citizenship Curriculum (PSHECC) as being at the center of all that we do.

Through our PSHECC curriculum, our school environment and our school ethos ‘Play, Learn, Laugh, Succeed’, we promote pupils’ self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community. PSHECC enables our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Fort Royal pupils are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

Pupils with SEND can be less socially aware and this leaves them vulnerable. They may have less lived experience of some of the issues to draw upon or, conversely, they may have experience and require a safe space to explore the issues with trusted

adults. Fort Royal's PSHECC curriculum is designed to meet the needs of all our pupils, it includes the new statutory RSHE curriculum. This helps support all learners from those with profound and multiple learning disabilities (PMLD) who may be at 'Encountering' sensory engagement and response to stimuli, right through to those who are at the 'Enhancement' level working towards the statutory level of the topic.

### **Aims**

- To enable the children to: know and understand what constitutes a healthy lifestyle and to be aware of safety issues;
- To help our pupils understand what makes healthy relationships with others and to teach respect for others;
- To support them to be as independent as possible and responsible members of the school community;
- To teach them to become positive and active members of a democratic society through active work of school council;
- To teach them to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To support children to develop good relationships with other members of the school and the wider community.
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life in modern Britain;
- **To promote the spiritual, moral, cultural, mental and physical development of pupils at school and within society;**

### **Teaching and learning style**

We use a range of teaching and learning styles to include holistic communication. We place an emphasis on active learning by including the pupils in explorations, 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, school council, the planning of school special events, taking part in community events outside school etc. Sessions are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed rules of behavior (usually at the beginning of each academic year where appropriate). We offer Y6 children the opportunity to hear visiting speakers and representatives from the different organisations whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **PSHE and citizenship curriculum planning**

We recognise the right for all pupils to have access to PSHECC education learning which meets their needs. PSHE and citizenship curriculum is taught to all children, whatever their ability. PSHE and citizenship form part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Intended learning outcomes are identified in progressive stages, starting with the first stage 'Encountering', through to the final stage 'Enhancement'. Each area builds on the one before and assumes that the learner has met the previous area's outcomes, in some cases introducing new or additional learning in successive areas;

We teach PSHE and citizenship in a variety of ways. The sessions are taught weekly by the class teachers/HLTA's/TA4/TA3' in year groups. In other areas e.g. relationships, sex and health education, we teach PSHE and citizenship curriculum within Y6 as a discrete subject.

PSHE and citizenship curriculum is also taught through other subjects, e.g. when teaching about local environmental issues in geography. There is a large overlap between the curriculum for religious education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship through Hullabaloo festivals and the British Values.

We also develop PSHE and citizenship through activities and whole school events, e.g. fund raising and charity events, local festivals, eco council arrangements; The school council meets during term times to discuss school matters, organise lunch clubs and resolve issues.

Our review process looks at a range of factors, for example: classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, we carry out a risk benefit assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching about hygiene routines, how bacteria and viruses affect health and how to recognise ill-health, is part of the Health Education aspect of PSHECC at all key stages. Pupils may ask about coronavirus (COVID-19) or other sudden pandemics in the future, while discussing these topics, or in response to media coverage.

We would normally teach PSHECC as it is, based on progression programme, but there are times when we need to respond to unforeseen events to protect pupils' wellbeing. At Fort Royal School we therefore offer the following advice to plan for such discussions: teachers are allowed to pick out what they feel is relevant for the age and readiness of Fort Royal pupils and the current local and national picture relating to coronavirus.

The topic of e.g. coronavirus might create a variety of feelings, including curiosity, anxiety or fear. Children and young people can show their distress in a variety of ways (some are less obvious than others), so it is important not to make any assumptions about pupils' feelings or reactions.

As with any PSHECC lesson, it is essential to establish or reinforce ground rules for discussion when addressing this topic.

Opportunities are presented (where possible and appropriate) for pupils to:

- Experience taking and sharing responsibility
- Feel positive about themselves and others
- Reflect on their perceptions and experiences
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible
- Carry out or take part in daily personal living routines
- Make real choices (with support where necessary so that they can act upon them)
- Take part in group activities and make contributions
- Develop and maintain positive relationships and interactions with others

- Recognise and celebrate their achievements and successes

## **Health Education**

Good health is an issue of major importance for everyone. Whilst we can't eliminate risks to our health we can try to lessen them by providing accurate information about health matters.

Health Education mustn't be left to chance. We have a responsibility as a school to help our children develop responsible attitudes and healthy life styles. However, we must remember that while we as a school can have a powerful impact on the children, we are only one influence among many. Children's attitudes and behaviour patterns in some areas will be well established before they come to school and in trying to counteract influences which are not conducive to good health we must be sensitive to the relationship which already exists between children and their families. Health education is a responsibility we must share with parents, governors and members of the local community and local health services. Then we can use our extensive knowledge and understanding of the children to help us decide which activities are suitable for them as individuals.

### **Aims:**

- To encourage responsible attitudes and behaviour by providing accurate information about what is good and what is harmful.
- To provide appropriate information at an early stage and to ensure that from then on there will be a progression in learning that will encourage the gradual development of knowledge and understanding.
- To incorporate all the components of the health education curriculum and to match them to the children by taking into consideration their stage of development, background, interests and needs, as well as what particular social pressures they are likely to encounter.
- To help them develop the skills and values that will be necessary to make informed choices by giving them the opportunities to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently and with confidence when possible.
- To take a whole school approach to health education by establishing good relationships throughout the school and leading by example.
- To encourage the development of self-confidence and self-esteem - that each child should have a good self-image and feel valued.
- To prepare pupils for the opportunities, responsibilities and experiences for adult life.
- To promote positive attitudes towards equal opportunities and life in a multicultural society.
- To review our policy regularly in order to meet different circumstances and changing health concerns.

## **Mental Health and Wellbeing**

Mental Health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. (World Health Organisation.)

At Fort Royal, we aim to promote positive mental health for every pupil. We aim to achieve this goal through whole school approaches and targeted interventions aimed at specific pupils where required. We promote respectful, sensitive and supportive communication between Governors, staff, pupils and parents, to create an atmosphere where all pupils feel safe.

At Fort Royal, in addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies, procedures, training and resources for staff and parents, we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

### **Assessment and recording**

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. Some pupils are given the opportunity to reflect on their own progress when appropriate. Assessment in PSHECC education is an integral part of teaching and learning. We evidence the progress of pupils using APP's linked to all six areas in order to identify future learning needs. Progress is recorded in student's PSHECC reflection books in a form of descriptive summary after each half term. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Learning outcomes are divided into progressive stages. Each stage builds on the one before and assumes that the learner has met the previous column's outcomes.

### **Resources**

We keep resources for PSHE and citizenship in the topic cupboards. These include props, videos, DVDs and written resources. We also use a range of appropriate websites.

### **Confidentiality within the PSHECC curriculum**

Pupils occasionally make personal disclosures, either in class or to individual staff. Staff must follow safeguarding procedures in place at Fort Royal clearly described in the Safeguarding Policy.

#### **The PSHECC coordinator has the following responsibilities:**

To lead the annual review of the PSHECC policy;

To ensure that resources used are relevant and appropriate to the needs of the children;

To lead on the evaluation of the PSHECC policy and curriculum;

To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHECC and RSE;

The PSHE and citizenship policy must be read in conjunction with the following school policies:

- Personal Development Policy
- Safeguarding Policy
- Relationships, Sex and Health Education
- SMSC policy