

Bolton Primary School



PERSONAL, HEALTH, SOCIAL AND ECONOMIC EDUCATION AND CITIZENSHIP POLICY

PHSE is an important and necessary part of education. All schools should teach PHSE, drawing on good practice. PHSE is a non-statutory subject, and this is to allow flexibility to deliver high-quality and relevant PHSE for all our pupils. The DfE state that teachers are best placed to understand the needs of their pupils. Schools should tailor their local PHSE programme to reflect the needs of their pupils and to equip them with a sound understanding of risk and the knowledge to make safe and informed decisions.

Purpose of study:

PHSE education is a programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PHSE education develops the qualities and attributes pupils need to thrive as individuals, family members and citizens of society.

PHSE education equips pupils to live healthy, safe, productive, capable, responsible, and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and in achieving economic wellbeing. A critical component of PHSE education is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter. PHSE education contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify

and manage risk, make informed choices, and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy, and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PHSE makes a significant contribution to pupils' spiritual, moral, social, and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided is essential to safeguarding pupils.

Social, emotional, and behavioural skills underlie almost every aspect of school, home, and community life, including effective learning and getting on with other people.

Our ambition is that children leave our school showing our school values; are aware of cultural and diversity in the UK and around the world; can interact with each other; look after their environment; know how to eat healthily and the importance of exercise; will have good resilience and understanding of mental well-being; understanding of personal hygiene, privacy and puberty together with relationships and the diversity of relationships; know the importance of being responsible for money and have ambitions to develop their own careers.

AIMS: In the teaching of P.H.S.E. we aim to:

- To develop high levels of resilience, motivation and personal identity.
- To develop positive social interaction, and the skills to live and work with others.
- To develop the ability to be an active citizen.

- To develop confidence and responsibility.
- To develop a healthy, safer lifestyle and promote personal wellbeing.
- To develop good relationships whilst respecting the differences between people.

Content:

When planning lessons, staff will consider any social, moral, spiritual, and cultural learning opportunities they can build in or utilise in a lesson. This will help us to develop children personally and develop important life skills. Throughout their school lives, children are given a range of opportunities for personal development, including learning through themed assemblies, involvement in extra-curricular activities, participation in inter-school sporting events, trips, and residential opportunities, taking part in school performances and being involved in competitions such as Young Voices.

Children are given the opportunity to learn about e-safety, bullying and learn about different cultures and religions. We focus on safeguarding - giving pupils opportunities to learn for example about being safe in our physical world. Children also learn about relationships through our RHSE programme. Children are given the opportunities to learn about world issues through fortnightly news assemblies.

Our curriculum teaches children much about health education. They learn about healthy eating and lifestyles through Science, PE and Food Technology. We have weekly behaviour themes such as 'Resilience' or 'Compassion.'

Age-appropriate, high-quality Relationship and Sex Education lessons are taught by a specialist teacher. There is planned programme in place for meeting the requirements of the new RHSE expectations for all pupils (see the policy and information).

<https://www.bolton.cumbria.sch.uk/relationship-health-and-sex-education-rhse-at-bolt/>

Biannually, children in Class 3 (Y5/6) experience The Real Love Rocks Programme from Barnardos which covers relationships, grooming, online safety and homophobic bullying. For more information visit the Real Love Rocks website: <http://www.barnardosrealloverocks.org.uk/>

Children are taught where money comes from and the part it plays in people's lives. They are taught about the different types of work and are given the opportunity to discuss their aspirations. We have an active school council with children from each year group representing the school. They take the lead with organising events and help with raising money for school and charities.

Children participate in Philosophy for Children sessions several times throughout the year, in these sessions we use many of the PHSE themes. We believe that these sessions facilitate debate and discussion and develop tolerance and respect for the views of others.

PHSE and Citizenship help to develop the qualities and attributes children need to be healthy, independent and active participants in society. Our PHSE lessons focus on **mental health, growing and changing, keeping safe, healthy relationships, hurtful behaviour and bullying, community and the wider world and economic well-being**. The work for the study units will be taught over a 2-year rolling programme: Y1/2, Y3/4, and Y5/6.

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. Teachers teach PHSE and Citizenship through many other subjects as well as discreet PHSE lessons. There is a large overlap between the themes and learning in Worldviews and Religion, Science, English, Geography and History and the programme of study for PHSE and Citizenship. We deliver a considerable amount of the PHSE and Citizenship curriculum through these subjects and are always seeking this in our planning and teaching. We place an emphasis on active learning by including the children in discussions, investigations, and problem-solving activities. We also develop PHSE and Citizenship through school council, circle time, philosophy for children, assemblies, whole-school events, and national events such as Macmillan Coffee Morning, Comic Relief, Children in Need, individual target setting, celebration assembly and residential experiences.

Our school values permeate our delivery of this subject - 'RESPECT - Caring, Inspiring, Excelling and Enjoying.'

To achieve our aims children are encouraged to:

- Listen and give others time to talk and to communicate their ideas and feelings clearly.
- Express views in a sensitive way.
- Share, co-operate and take turns in a variety of situations (assembly, group work, play etc.)
- Show growing independence.
- Develop an understanding of being part of a wider community and their role in it.
- Be investigative in their approach to learning, both independently and through adult-led activities.
- Form positive relationships with each other and with adults.
- Be able to empathise with others.
- Be accepting of others.
- Be able to identify positive characteristics in themselves and others.
- Praise and recognise the value in others and their own achievements.
- Be fair and honest towards each other.
- Be respectful of others and their possessions, ideas, beliefs, and abilities.
- Take responsibility for personal belongings and those belonging to school (coat, book bags and books, lunch boxes, stationery etc.)
- Follow class/school routines, which are made clear by adults.
- Be involved in forming class rules and upholding school rules.
- Be responsible for appropriate tasks (class responsibilities, buddies).
- Make and take opportunity to forge community links.
- Communicate clearly within the classroom and school, being confident to speak in a variety of situations.

- Self-assess and evaluate their own work and contributions.
- Set high standards for their own behaviour and resist negative peer influence.
- Show self-respect and self-care.

Adaptation:

Those with special needs may have extra support for the activities or the language content can be suitably altered. We feel strongly that all pupils are entitled to this area of the curriculum and can succeed. The recording of information can be changed to oral or pictorial for example and resources modified to be accessed more easily.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

There will be a unit assessment at the end of the block of learning based on key learning objectives. This helps the teacher to understand if learning has taken place and whether a child needs further support. Assessment in this subject, however, can take on a range of formats such as poster, quiz, group presentation. It will be mainly through observation, open questioning, discussions and marking children's work. Assessment information will be recorded on our school's foundation tracking sheets and shared termly with parents.

We aim to -

- Provide regular opportunities for pupils to receive feedback on their progress and achievements.
- Involve pupils in discussion about learning objectives and desired outcomes.

- Engage pupils in self-assessment.
- Allow pupils to demonstrate their understanding through planning a talk or presentation.
- Encourage pupils to contribute to discussions and debate.
- Enable pupils to demonstrate skills through role-play, drama and art.

Evaluation. Monitoring and Review:

This policy is a working document and should be updated every two years. The subject lead is **Ruth Elstone** & the monitoring governor is **Kate Allison**.

This document should be looked at alongside the RHSE programme and The Worldviews and Religion subject documentation. Each summer, the two-year assembly rota is updated and is a key part of the PHSE programme.

This policy was reviewed Summer Term 2025 and will be reviewed Summer Term 2027.