



# QUEST

**PERSONAL, SOCIAL, HEALTH EDUCATION  
& CITIZENSHIP POLICY**

**FOR PRIMARY SCHOOLS WITHIN QUEST**

**St. Peter's C. of E. Primary School, Hindley  
Hindley Green Community Primary School  
St. John's C. of E. Primary School, Hindley Green  
St. John's C. of E. Primary School, Abram**



January 2021

## **Personal, Social, Health Education and Citizenship Education Policy**

The personal, social health and citizenship education of the children at schools within QUEST has been considered and reviewed, in light of our DREAM curriculum and ethos in our schools, the views of parents, staff and Directors, and our legal requirement to

- Promote the spiritual, moral, cultural, personal well-being of pupils at the schools in modern British society;
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

The policy for PSHE&C should be read alongside the policy for Relationships Education and was revised during the Autumn Term 2020.

### **Introductory Statement - Philosophy of PSHE & C at schools within QUEST**

At schools within QUEST we offer a Personal, Social, Health Education and Citizenship Programme, which is presented within a caring, Christian (Church schools), moral and family orientated framework. This is stated in each school's prospectus and underpinned by our modern British Values. Citizenship is part of the teaching in all schools. Teaching at our schools will use the highest quality resources from both the education and health authorities, and be co-ordinated by the Principals, Assistant Principals and PSHE & Citizenship Co-ordinators.

St. Peter's, Hindley, St. John's, Hindley Green and St. John's, Abram are Anglican Primary Schools in the Wigan LA and Liverpool Diocese. Our curriculum will be in line with guidance from Wigan LA and the Diocese. Hindley Green CP is a Community School whose curriculum will be in line with guidance from the LA. All schools cater for children from 4 to 11 years of age, across the range of Reception, Key Stage 1 and Key Stage 2 with a maintained Nursery for 3-4 year olds at Hindley Green CP School. A proportion of our pupils have special educational needs and disabilities which will be addressed in this curriculum area. Children come from varied family and social backgrounds, which are taken into account when planning teaching and schemes of work.

We deliver the Jigsaw Programme which is a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

### **Aims and objectives**

PSHE and citizenship helps pupils to:-

- Develop self-esteem, confidence, independence and responsibility and make the most of their abilities.
- Help pupils to acquire and understand essential information on which to base the development of their skills, values and attitudes towards British and global citizenship and so play an active role as a member of a democratic society.
- Develop a healthy lifestyle and keep themselves and others safe.
- Develop effective and fulfilling relationships and learn to respect the differences between people.

### **Our PSHE policy is informed by existing DfE guidance:**

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

### **Curriculum organisation/delivery**

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Planned opportunities for promoting PSHE and British and global Citizenship exist across the curriculum in 4 main contexts. These builds in the "breadth of opportunities" identified in the PSHE and citizenship framework:

- Designated time PSHE and Citizenship lessons, circle time, class council.
- Specific opportunities in existing curriculum areas, i.e. RE, Literacy.
- Enrichment activities, i.e. theatre groups, visitors, Life Education Centre.
- Whole school initiatives, i.e. Eco-schools programme, Healthy schools strategy.

Key opportunities for PSHE and British and Global Citizenship which pupils can experience at schools within **QUEST** are:-

- To take part in activities which are designed to promote success and receive special recognition for achievements.
- To have access to a range of options and to exercise some choice between them, e.g. in relation to their health.
- To meet and work with adults other than teachers including members of the community, locally, nationally and globally.
- To interact and work with people who are different from themselves.
- To organise a project or event in co-operation with others.
- To take responsibility for themselves individually and in a group with support and access to resources.
- To take responsibility for others, e.g. visitors, younger pupils.
- To take on some responsible role in school.
- To take part in the decision making process of the school.
- To perform for an audience individually or as part of a group.
- To take part in adventurous and challenging activities in a supportive environment.
- To have a residential experience.
- To take part in a community project.
- To be involved in an environmental project.
- To learn from experience in a simulated situation, e.g. School Council, Eco-Committee, Pupil Ambassadors.
- To develop skills for financial well being and the creation of mini enterprises.
- To have time for reflection.

This policy has been reviewed with due regard to the Equality Act 2010 during the Autumn Term 2020.

Signed

CEO