

Personal, Social, Health and Economic Education (PSHE) Policy



*'Learning for life,
building a firm foundation'*

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The Curriculum Policy for Personal, Social, Health and Economic Education (PSHE)

Introduction

We believe that our vision, *Learning for life, building a firm foundation*, is really important and as a school our pupils' wellbeing, happiness and safety are our first priority. We regard PSHE as an important integral component of the whole curriculum; it is central to our approach and at the heart of what we do and we believe that children need firm foundations on which to build in all aspects of their lives. In the case of this policy that means children feel safe and nurtured at school and have a positive attitude to learning.

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, identity, religion or ability.

This policy supports a whole school approach to PSHE in the curriculum and throughout the whole school and its community. It is consistent with current legislative framework and statutory guidance.

Statutory Requirements

SCARF provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements.

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

PSHE Curriculum Intent

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Our intention is that when children leave All Saints primary school, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to flourish, have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical 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, at work and in the community.

In order to **flourish, thrive** and develop into **happy** adults who contribute effectively to society, pupils at All Saints Primary School and Nursery develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others.

These values are: **Truth Faith Peace Love Hope**

We use a PSHE programme to equip pupils with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions and to recognise the importance of their own mental health and well-being. Our PSHE curriculum will incorporate an age appropriate understanding of RSE, as set out in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

The national curriculum for PSHE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school of the opportunities, responsibilities and experiences of later life;
- promotes British values

PSHE Curriculum Implementation

PSHE is taught as an integral part of our curriculum and underpins our overall aims, values and ethos of our school. PSHE lessons are taught through a clear and comprehensive scheme of work in line with the National Curriculum and the statutory Health Education and Relationships Education guidance.

Pupils from nursery to Year 6 are taught PSHE using 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) which is a spiral, progressive scheme of work with a whole school approach to wellbeing and mental health and a vision for 'all children to acquire the life skills needed to thrive'.

At All Saints, we feel it is vital to tailor our PSHE curriculum to meet the needs of our school community and the wider community. We do this by carefully analysing the SDQ and Boxall profiles on a regular basis, listening to our pupils' voice through pupil discussions and health assessment questionnaires and using 'finger tips' to plan a meaningful and enriched PSHE curriculum. This is then reviewed annually and adapted as necessary to meet the needs of all children.

At All Saints CE Primary School and Nursery, the emphasis placed on both PSHE and RSE 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 House Values/Teams

All pupils and adults at All Saints belong to a team/house and they reflect the key values of our school and key qualities that ensure pupils are able to meet our PSHE Intent Statement and positive relationships here at All Saints CE Primary school and nursery. These values are:



PSHE Scheme of Work:

Pupils are taught PSHE using 'SCARF' which stands for **Safety, Caring, Achievement, Resilience and Friendship**. SCARF is a spiral, progressive scheme of work and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

During weekly timetabled lessons, using the Coram Life Education scheme of Work SCARF and Protective Behaviours, the following themes are taught in a systematic and progressive manner.

Autumn 1- **Keeping Safe**: looking at keeping ourselves healthy and safe; including road safety, water safety and Protective behaviours

Autumn 2- **Me and My Relationships** includes content on feelings, emotions, conflict resolution and friendships;

Spring 1- **Growing and Changing**: finding out about the human body, the changes that take place from birth to old age and being safe.

Spring 2- **Valuing Difference**: a focus on respectful relationships and British values;

Summer 1- **Rights and Respect**: learning about money, living in the wider world and the environment; 5

Summer 2- **Being My Best**: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

A whole school long term overview of SCARF- Safety, Caring, Achievement, Resilience, Friendship and the skills and knowledge can be found in [Appendix A](#)

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular.

The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Our PSHE subject leader, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KSI and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance

Protective Behaviours:

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.

The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.

Protective Behaviours is delivered across the entire school from Reception to year 6. There are four lessons in each year group. One lesson is taught a week for 4 weeks. Protective Behaviours is taught in the Autumn term. An overview of the Programme content can be found in [Appendix B](#). Although Protective Behaviours lessons take place during the Autumn term, the skills taught are used embedded and implemented on a day to day basis and the language of safety is at the heart of what we do.

School Council: The School Council at All Saints CE Primary School is made up of pupils from Year Groups 1-6 with two pupils from each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinate fund-raising activities in school.

Positions of Responsibility: At the start of each academic year pupils are encouraged to apply for the many roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important Leadership positions of head boy and head girl. Whilst pupils from across the school are encouraged to apply for a wide range of opportunities E.g. Eco Warriors, E-cadets, Gardening club, play leaders, singing playground leaders, and peacemakers. Pupils can apply for a position of responsibility that reflects their personal interests and allows them to play an active part in the life of their school.

Circle Time: Inspired by our training from 'peacemakers'. **Circle time** and **R-Time** is used as required to either expand upon talking points explore issues that arise from the pupils' behaviour or use of the class 'time to talk Box'. Behavioural expectations within Circle Time are embedded, facilitating respectful discussion and challenge, taking into consideration opinions and experiences of others in a safe environment.

'Time to talk' Box: Used as a discrete means of pupils informing their class teacher that they need some individual time to focus on a particular problem. This is used as a timely support intervention to enable pupils to access individual time with their class teacher without having to wait until the next Circle Time.

Whole School Curriculum Themed Days/Weeks:

Anti- Bullying Week

Internet Safety

Mental Health Week

Odd Socks Day

Life Education visits once a year to support our SCARF PSHE programme

Extended Curriculum Opportunities: At All Saints Primary School, we recognise that the development of the whole child does not stop at 3.15 pm. Through the provision of a wide range of after school clubs, pupils are given the opportunity to develop their personal interests, based on the acquisition of knowledge and skills, in a safe environment. Additionally, Breakfast Club and our annual residential trip facilitates further enables pupils to embed and put into practice the knowledge and understanding acquired through the implementation of All Saints Primary School's PSHE Policy. The following extra curriculum opportunities further extend pupils' learning of the wider world and relevant issues that focus the pupils' beyond their primary education.

At All Saints CE Primary school and nursery, our pastoral team provide pupils with ongoing support in all aspects of their personal development. They **implement** this through a range of provision such as:

- Reception 'Time to talk' small group
- Years 1 and 2 'Tabby Tom cat' social skills group
- Year 2 'socially speaking' group
- Year 2 Zones of regulation whole class sessions
- Year 3 Zones of regulation transition whole class sessions
- Year 4 Peacemakers- whole class
- Year 5 'social skills' small group
- Year 6 0-5 scale whole class sessions
- 'Fantastic Elastic Brain' lessons in Year 6
- Year 6 mental health whole class sessions
- Year 6 Transition work
- Rainbow Club- Nurture Group for identified children from reception to year 6

- Behaviour buddies so all pupils have an adult to 'talk to'
- Play therapy for identified pupils
- They also support pupils on a day to basis who may need further support

Charity Work: Whole School fundraising is a key element of the School Council's responsibilities. Ideas are generated by the School Councillors; staff subsequently support the pupils to develop, organise and implement their vision which raises money for a range of national charities such as Aid to Africa and local causes such as collecting items for the harvest festival.

How is PSHE education monitored and evaluated?

We assess every child using SONAR tracker every term which ensure children make progress and any gaps are addressed.

We also assess every child using the Boxall (EYFS and Key stage 1) and SDQ assessments (key stage 2) which the pastoral team and teachers use to tailor and plan pastoral support.

PSHE pupil discussions take place termly with the PSHE leader which give pupils the opportunity to share their learning and we use our pupils' voice to develop our PSHE action plan.

Annual Year 6 health assessments and 'finger tips' data which is analysed by the PSHE lead and pastoral team and then used to plan the PSHE curriculum each year.

Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. Evidence can be found in books, SMSC and PSHE portfolios, displays, and annotated planning.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The PSHE education subject leader gives the head teacher and school governors a summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

PSHE Curriculum Impact

Pupils at All Saints CE Primary School and nursery are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

By the time our children leave our school they will:

- Be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.
- Appreciate difference and diversity.
- Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Be able to understand and manage their emotions.
- Be able to look after their mental health and well-being.
- Be able to develop positive, healthy relationship with their peers both now and in the future.
- Understand the physical aspects involved in RSE at an age appropriate level.
- Have respect for themselves and others.
- Have a positive self-esteem.

This is all evident through termly pupil discussions, termly PSHE assessments on SONAR, PSHE evidence and coverage in the PSHE portfolios and monitoring by the curriculum leader and regular PSHE, Boxall and SDQ assessments. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships.

Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

They leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

Equality

This PSHE policy reflects and is in line with our equal opportunities policy and the school ensures that the PSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of PSHE throughout the school and reflect our equality policy.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Safeguarding and Child Protection

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy should be closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy should make a request to the school office. Should further information about PSHE education be required, please contact either the class teacher or the PSHE subject leader.

