

# PSHE Policy

<b>Formally adopted by the Governing Board</b>	
<b>On:</b>	<b>February 2022</b>
<b>Chair of Governors:-</b>	<b>Rev Lyn Marsh</b>
<b>Last updated:-</b>	<b>2019</b>

# Stoke Holy Cross Primary School

## PSHE Policy

### Intent

At Stoke Holy Cross Primary School, we are committed to developing the whole child. Personal, Social, Health and Economic (**PSHE**) education is the subject through which pupils develop the knowledge, understanding and skills that they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

It is essential that we teach PSHE education to provide the link between pupils' health and wellbeing, and their academic progress, underpinning the whole curriculum offer. We know the value of focusing on promoting positive behaviour, mental health, wellbeing, resilience and achievement will have a positive effect on their whole education. Indeed, this has increased in importance, as the school has identified the adverse effects on children due to Covid-19 disruption and isolation. The reflection of the focus on PSHE, documented in our SIDP 22-22, shows our commitment to being flexible and responsive to the needs of our pupils.

### Aim:

At Stoke Holy Cross Primary School, our PSHE curriculum aims to:

- Link with, and support the learning of other curriculum areas;
- teach the children the knowledge and skills that they need to stay safe and be happy and healthy;
- prepare children for life, both in the present and future;
- equip children with the skills they need to live successfully as citizens of the communities to which they belong;
- develop positive mental health and emotional wellbeing;
- empower children with the knowledge and understanding of why looking after their mental health is important and how it can be achieved;
- celebrate diversity and builds understanding and respect between all people;
- impact on the whole child, including their academic development and progress;
- help break down social and emotional barriers to learning and builds self-confidence;
- impact not only the individual but also the school community, the wider community and the global community both present and future.

### Implementation

#### Statutory requirements

As part of our PSHE provision, we are required to cover the content for relationships education and health education, under the [Children and Social Work Act 2017](#), in line with the terms set out in the [statutory guidance](#). Refer to our separate Relationships and Sex Education Policy for details.

### Curriculum

Stoke Holy Cross Primary School follows the Coram Life Education SCARF Curriculum. SCARF stands for Safety, Caring,

Achievement, Resilience and Friendship and provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. The SCARF programme is mapped to the PSHE Association programme of study and its core themes:

- \* Health and wellbeing: Healthy Lifestyles; Keeping safe; Growing and changing.
- \* Relationships: Healthy Relationships; Feelings and Emotions; Valuing Difference.
- \* Living in the wider world: Rules, Rights and Responsibilities; Caring for the environment; Money.

SCARF is a framework consisting of lesson plans, online planning and assessment tools allowing the school to embed a comprehensive PSHE and Wellbeing programme. The SCARF lesson plans and resources are updated regularly, and we tailor them to meet the needs of our children. SCARF is also a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

At Stoke Holy Cross Primary School, PSHE is taught effectively through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

The whole school half-termly themes include:

- Autumn 1: Me and My Relationships
- Autumn 2: Valuing Difference - including British Value focus and Anti-Bullying
- Spring 1: Keeping Myself Safe – including Internet Safety and Safeguarding
- Spring 2: Rights and Responsibilities
- Summer 1: Being my Best – Including Mental health and Emotional Wellbeing
- Summer 2: Growing and Changing-

See appendix A and B for more details.

As well as SCARF lessons and resources, our PSHE curriculum also uses quality assured resources from the PSHE Association – Mental Health and Wellbeing; The Christopher Winter Project- Teaching RSE with confidence in Primary Schools; PATHs Resources- Promoting Alternative Thinking Strategies.

### British Values

SCARF provides a robust framework for promoting a positive ethos and values across the school community, contributing significantly to British Values education, both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World foster and develop:

- children's responsibility for their own actions,
- respect for the actions and beliefs of others,
- an understanding of how each individual is protected by the rule of law,
- how everyone can make a positive contribution to society through the democratic process.

Many SCARF lessons relate directly to one or all of the British Values' themes of:

- Democracy
- The rule of law

- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

## **Delivery**

Opportunities exist throughout school life for promoting pupils' personal, social and emotional development. Provision for PSHE education will be through a combination of:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas such as Science, RE, PE and Computing
- SMILE curriculum to support transition
- Whole school events (Anti-Bullying Week, Internet Safety Day, Mental Health Week)
- Assemblies and Phase Assemblies
- Newsround – global view
- Involving pupils in the life of the school and wider community (such as School Council, Eco Group, Fund Raising Events, House Captains)
- Pastoral care and guidance
- Inclusion support
- Visiting speakers (NSPCC)
- PAtHs links – Promoting Alternative Thinking Strategies

As opportunities arise during the school day, adults working with children will promote and reinforce the learning and promote the core themes of PSHE.

## **Teaching approaches**

Our philosophy on teaching and learning is encapsulated in our Teaching for Learning Policy, to which reference should be made.

A range of teaching strategies is needed to provide the breadth of effective learning opportunities in the Framework for all pupils. These include an emphasis on active learning enquiry, discussion and participation in PSHE and citizenship activities.

When setting up any lesson that deals with potentially sensitive subjects, we will begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers.

## **Equal Opportunities – Learning Together**

All children have equal access to the PSHE and citizenship curriculum, including Sex and Relationships and Drug Education, regardless of their ability, ethnic group, gender or social background. Delivery will be differentiated appropriately by class teachers, where it is safe and reasonable to do so. This will ensure access by all children in every activity.

Children who may have special needs will be supported by the class teacher, with the possible involvement of the Special Needs Coordinator (SENCO).

Adults in our school are entitled to support from: whole school planning; support from colleagues including the subject leader; INSET within and out of school; and by the provision of support materials and resources.

## **Recording, Assessment and Reporting**

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic assessments, mind mapping, discussions, task outcomes, questioning and observation. This will

ensure that pupils are making sufficient progress, building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. An important part of assessment in PSHE involves pupils being asked to reflect on their work and learning. Information about pupil's learning in PSHE will be shared with parents.

### **Monitoring and Review**

This policy will be reviewed as part of the general review programme listed in the School Development and Improvement Plan.

Other Related Policies:

This policy has clear links with other school policies and curriculum areas including:

- RSE
- SEND
- Teaching for Learning
- Drugs Education
- Behaviour
- Safeguarding (Keeping Children Safe in Education)
- Spiritual, Moral, Social and Cultural development
- E-safety
- Anti-bullying
- Equality