



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

Introduction

At Firs Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do; PSHE is a non-statutory subject. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction of the national curriculum 2014;

The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. Through our curriculum, our school environment and our school ethos, 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, at work and in the community.

Intent

The intent of our PSHE curriculum is:

- To equip pupils with a sound understanding of what risk is. Then to use their knowledge and skills necessary to make safe and informed decisions.
- To ensure that our curriculum is accessible to all which encourages our children to have a positive and successful role in society as children and adults in the future.
- To ensure pupils have a strong knowledge of the world around them where they are able to confront many of the social and cultural issues that surround them.
- To develop their understanding of fundamental British values by increasing their acceptance and appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- To develop oracy skills, debate and expression of opinions through discussion. Children will develop their resilience, confidence and independence, which will help them keep physically and mentally healthy at each stage of their education.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the PSHE policy
- To ensure that resources used are relevant and appropriate to the needs of the children
- To lead on the evaluation of the PSHE policy and programme

- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the National Curriculum
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies
- To contribute to the evaluation of the programme
- To assess children's progress against the agreed learning outcomes
- To communicate with parents when appropriate/necessary
- To evaluate strengths and weaknesses in the subject and indicating areas for further improvement.

Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;

- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Class Teacher.
- Our parents are given the opportunity to look over the different resources used while teaching RSE giving the parents the opportunities to discuss concerns and know what we have covered. Please see the RSE policy for more information.

Implementation

PSHE in our school is taught using a flexible scheme called SCARF. This allows staff to differentiate where appropriate for all needs and it is specific SEND curriculum allows for more personalised teaching where necessary. SCARF supports schools in meeting the requirements of the National Curriculum and particularly in relation to safeguarding. SCARF gives teaching staff high quality planning and resources which our teachers adapt to their classes needs. This includes key vocabulary and questioning. We feel this ensures teachers are confident with their subject knowledge. SCARF is also mapped to the new DfE guidance for Relationships Education and Health Education, The PSHE Association's Programmes of Study Learning Opportunities, the National Curriculum, Curriculum for Excellence and Ofsted's requirements.

In some classes you will see Philosophy for children in our teaching. Philosophy for Children is a type of approach to learning and teaching which boosts children's thinking and communication skills. P4C encourages children to ask and answer questions that are difficult to answer and learn from

each other through discussion. It can be used across the curriculum, in every subject, and with all ages and abilities.

Spiritual journal also incorporates the questioning skills used in P4C where the children discuss the "Picture News" of the week. This allows the children to learn and share their opinions about current issues.

The topics in the nursery and reception are the same enabling the children to build on prior learning and building the foundations from topics in year 1 to year 6. This is to consolidate the children learning and develop on previous learning. This also helps our children who have different starting points at the school.

Lots of the time, PSHE is taught through cross curricular links, assemblies and collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), other school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community. You will see it being taught as and when it is needed during lessons. The different lessons from the SCARF scheme can be delivered either as a whole class discussion, drama activities or individual pieces of work. These will then be recorded in the children's topic book or the whole class topic book.

This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Positive Behaviour Policy, Anti-bullying Policy, SEND and Inclusion Policy and RHE policy.

Resources

All teaching staff have access to SCARF. Staff have been given a long term plan of when to teach the half termly units of SCARF. The lesson plan content encourages teachers to adopt teaching and learning approaches which develop and promote critical thinking, curiosity and enquiry. Lessons provide open questions and suggest teaching strategies to help embed this positive, enabling pedagogical approach. The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

There was a CPD planned for April 2020, however due to the school closing in this time due to the global pandemic, this is now planned for March 2021 and will go ahead.

Impact

Teachers assess the children's learning by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Progress and attainment is monitored through book scrutinises, pupil and staff voice and lesson observations. We hope to focus on achievement for the children through our 'Gold Book' assembly which celebrates a variety of personal achievements in and outside school, with particular focus to our 'Firsy Values' and academia. By offering a curriculum which is tailored to individual needs, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed.

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

Last updated August 2021