



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

## **January 2024**

**Dated: Spring term 2024**

**Review date: 31<sup>st</sup> January 2026**

## **1. Introduction**

At Firs Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. Although PSHE is a non-statutory subject, it 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.

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging PSHE curriculum, ensuring that teaching and learning in PSHE is of a consistently high standard.

This policy outlines the teaching and learning of PSHE and all children will have the opportunity to undertake PSHE throughout their time at Firs Primary School. The teaching of PSHE is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

## **2. Aims (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.

### **3. Organisation (Implementation)**

PSHE in our school is taught using a flexible scheme called SCARF, which supports the school in meeting the requirements of the National Curriculum and its obligations 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. 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.

At Firs Primary School we use the 'Philosophy for Children' (P4C) approach within our teaching, which further supports our PSHE Curriculum. Philosophy for Children is an approach to learning and teaching which develops 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.

Each class has a Spiritual Journal which incorporates the questioning skills used in P4C when the children discuss the "Picture News" of the week. This allows the children to learn about and share their opinions on 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's learning and develop on previous learning. This supports the children who have different starting points at the school.

PSHE skills are also 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. Teachers incorporate the teaching of PSHE related skills, knowledge and attitudes into lessons across the curriculum as and when appropriate.

We celebrate achievement and progress within the areas of personal, social, emotional development through our weekly 'Gold Book' assembly, which celebrates a variety of personal achievements in and outside school, with particular focus on our 'Firsy Values' as well as on academic successes. 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.

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 with the Class Teacher in the first instance.
- Our parents are given the opportunity to look over the different resources used while teaching Relationships Education (RSE) enabling them to discuss concerns and know what we have covered. Please see the RSE policy for more information.

#### **4. Inclusion**

SCARF is a flexible teaching scheme which helps teachers to differentiate, where appropriate, for all needs. Its specific SEND curriculum allows for more personalised teaching where necessary.

Care is taken to ensure that any SEND or catch up interventions are timetabled to ensure that children are never routinely or frequently missing any one subject.

PSHE lessons are further differentiated using a variety of strategies appropriate to the needs of the children including the use of; visuals, sentence stems, practical activities, vocabulary mats and additional adult support where necessary.

#### **5. Assessment and Recording of Work**

The different lessons from the SCARF scheme can be delivered either as a whole class discussion, drama activities or individual pieces of work. These are then recorded in the children's topic books or the whole class topic book.

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 by the end of each key stage. At the end of each unit of PSHE work, teachers assess pupils against set 'I can' statements, which have been developed by the PSHE Coordinator in line with the SCARF scheme of work.

## **6. Resources**

All teaching staff have access to SCARF. Staff have been provided with 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.

## **7. Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The PSHE Coordinator writes an annual action plan in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PSHE Coordinator has specially-allocated, regular management time in order to review evidence of the children's work in books and undertake lesson observations of PSHE teaching across the school. Progress and attainment is monitored through book scrutinises, pupil and staff voice and lesson observations.

## **8. Continuing Professional Development**

The Head Teacher and PSHE Co-ordinator 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.

Teachers and Teaching Assistants took part in CPD in March 2021 and March 2022. Further training has been arranged for March 2023. In addition to training from external providers, CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

## **9. Relationship with Other School Policies**

This policy operates in conjunction with all other school policies aimed at protecting pupils and promoting pupil's spiritual, moral, social and cultural development including; our Positive Behaviour Policy, Anti-bullying Policy, SEND and Inclusion Policy and Relationships Education (RSE) policy.

## **10. Review and Adoption**

This policy will be reviewed every 2 years, and was last reviewed by the PSHE Coordinator in January 2024.

**Further Documents:** PSHE Progression and Coverage Document, Positive Behaviour Policy, Anti-bullying Policy, SEND and Inclusion Policy and Relationships Education (RSE) Policy