



# Stalmine Primary School

## Draft PSHE Policy

April 2021



### Aims

We aim to ensure that all children:

- Develop confidence, self-esteem and responsibility in order to make the most of their abilities.
- Are well equipped in being able to make informed decisions.
- Prepare to play an active role as citizens in Britain.
- Develop a healthy, safer lifestyle.
- Understand what healthy relationships look like.
- Develop good relationships with others.
- Are able to understand and celebrate the differences between people.
- Promote the British fundamental values.
- Are provided with a framework in which sensitive discussions can take place.

### Policy development

This policy outlines our school's approach to statutory guidance and was written by the PSHE Lead through consultation with SLT, school staff, governors and pupils during the Summer term 2021. The following steps were taken:

- 1) Review - The PSHE Lead researched and collated the relevant information including local and national guidance.
- 2) Staff consultation - School staff were given the opportunity to look at the policy and make recommendations.
- 3) Pupil Consultation - Pupils were questioned with regard to their PSHE curriculum and this was carried out during classroom discussions and through our pupil working party.
- 4) Parents - the policy was shared with parents via a section on the school website along with our parent working party. Parents were invited to share their views.
- 5) Governors - the policy was shared with the Governor for PSHE and approved by the full Governing Body.

This policy will be available to parents on our school website and should be read in conjunction with the Relationships and Sex Education (RSE) policy.

In line with the National Curriculum 2014, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. The National Curriculum advises schools to make provision for personal social, health and economic education (PSHE), drawing on good practice.

## **Vision**

At Stalmine Primary School, we believe that PSHE plays a vital role in giving pupils the knowledge, skills and understanding they need to lead healthy, safe and independent lives in order to become informed, active and responsible citizens within the community. PSHE is closely linked to our whole school values and is incorporated into all areas of the curriculum. As a result of this, PSHE forms an important part of pupils' spiritual, moral, social and cultural education.

As a school, we have a requirement to promote pupils' well-being in addition to their academic achievement. We feel it is important to support their emotional health and well-being needs as we recognise the fundamental link between well-being and learning.

Our PSHE programme of work enables staff to tackle barriers to learning and raise aspirations for our pupils. At Stalmine Primary School, we have a two-year cycle for our PSHE curriculum and teach discrete lessons each week. However, we recognise the importance of incorporating PSHE skills throughout the curriculum as and when appropriate. We believe this subject lends itself in so many ways to other subjects and activities within school.

## **Curriculum: PSHE Programme of Study**

At Stalmine Primary School, we use the Coram Life Education (SCARF) as a basis for our PSHE lessons. SCARF is mapped to the National Curriculum and PSHE Association programmes of study. The flexible planning tool allows us to personalise the programme and tailor it to the individual needs of our pupils. We have devised a scheme of work linked to half-termly themes which cover the requirements of the statutory framework. Within the programme of work there is clear progression which is planned to build on previous learning from EYFS to Year 6 (see our curriculum plan).

The SCARF framework provides a whole school approach to PSHE throughout all year groups. Teachers use the planning tool to help them build a programme to match pupils' needs and to deliver high-quality lessons and learning opportunities.

The SCARF values (Safety, Caring, Achievement, Resilience and Friendship) reflect those of different faiths and also help to promote children's spiritual, moral, social and cultural development (SMSC).

The three strands of PSHE are: Relationships, Health and Well-being and Living in the Wider World.

These strands cover the following areas: Health Education, Relationship Education, Drug, Alcohol and Tobacco Education, Finances and Career Education, Anti-Bullying, Online Safety, Rights and Responsibilities, Emotional Well-being, Difference and Diversity, Risk Taking, Community and Caring for the Environment.

## **SEND, Inclusion, Equality and Diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. Teaching reflects the ability, age, development and cultural backgrounds of our pupils to ensure that all can fully access the PSHE provision.

We teach PSHE to all pupils regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties (see SEND policy). Resources and materials used during lessons are sensitive to the needs and backgrounds of the children and do not reflect gender, cultural, race or disability stereotypes (Equality Act 2010).

Staff will ensure that no judgement will be passed on the lifestyle and choices made by others. We respect pupils' individual needs and provide learning that is suitable to their level: taking into account the age, maturity and emotional capacity of each pupil.

If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure as outlined in the Safeguarding Policy.

## **Early Years Foundation Stage (EYFS)**

Within the EYFS, Personal, Social and Emotion Development (PSED) is a key area of learning and an integral aspect of daily planning, teaching and learning. It is split into 3 strands: Making Relationships, Self-confidence and Self Awareness and Managing Feelings and Behaviour. The class teacher plans learning around these different strands and links this planning in with objectives and activities from the Coram Scheme of Work.

Children access PSHE lessons and discuss topics/themes which are appropriate for their age and level. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

## **Key Stage 1 and 2**

Within Key Stage 1 and 2, PSHE lessons are generally more structured and taught in-line with the Coram Scheme of Work. Children are provided with numerous opportunity to form and share opinions, value difference, recognise feelings and emotions as well as identify what constitutes a healthy relationship.

## Assessment, Recording and Reporting

Teachers assess the children's work in PSHE by making informal judgements as they work with, listen and observe them during lessons. Teachers have clear expectations of what the pupils need to know, understand and be able to do at the end of each key stage. They mark work against specific learning objectives from the National Curriculum. They are aware of next steps to offer pupils challenge within PSHE.

The subject leader will monitor PSHE teaching and learning through:

- Inspection of individual workbooks or folders.
- Pupil and staff interviews.

Assessments should offer pupils the opportunity to reflect on their own progress. Pupils record PSHE work in individual workbooks.

## Roles and Responsibilities

Governing Body	The governing body will approve the PSHE policy and will hold the Head Teacher to account.
The Head Teacher	The Head Teacher is responsible for ensuring that PSHE is taught in a way which builds on previous skills.
PSHE Subject Lead	It is the role of the subject leader to monitor the teaching and learning which takes place in PSHE. This will be done through discussions with staff and pupils in addition to scrutiny of work. It is also the role of the subject leader to regularly evaluate the effectiveness of the scheme of work to ensure the needs of pupils are being fully met.
Class Teachers	Class teachers are responsible for planning and teaching the PSHE curriculum. They should liaise closely with the subject leader to give feedback regarding the scheme of work.
Pupils	Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.
Visitors	At Stalmine School, we welcome visitors who may come in to support the delivery of the PSHE curriculum. Visitors will work closely with the class teachers and subject leader to discuss the content and delivery of sessions.

## **Equal Opportunities**

Delivery of the PSHE curriculum will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. This is in-line with our Equality Policy.

## **Complaints Procedure**

Any complaints or concerns about the PSHE curriculum should be made to the class teacher in the first instance. Parents can choose to follow the Stalmine Primary School complaints procedure if they feel things are not resolved.

## **Monitoring arrangements**

The delivery of PSHE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the subject leader every two years.

At every review, the policy will be approved by the staff, governing body and the parents or carers.

## **14. Further policies and documents**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equality Policy
- Keeping Children Safe in Education
- Education for a Connected World
- DfE Parent Advice
- DfE Statutory Guidance for Relationships and Sex Education.

**Date:** March 2021

**Review:** March 2023