



## PSHE Policy

2024-2027



### AIMS AND OBJECTIVES

We believe that promoting Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent, and responsible members of their community and the wider society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, Prefects and School Sports Teams. In so doing, we help to develop their sense of self-worth.

### STATUTORY REQUIREMENTS

The Department for Education (DfE) updated the guidance for implementation and teaching of Personal, Social, Health and Economic Education (PSHE) in February 2020, stating that:

“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 to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

At Barnard Grove we will be using the programme, SCARF, which provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing. Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

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.



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### WHAT WE TEACH

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year group (Nursery to Year 6).

### TEACHING AND LEARNING STYLE

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Through discrete and integrated teaching, as well as during collective worship, we actively encourage children to adopt our school ethos, values and expectations. These are broken down into our school core values or “values for life”: Respect, Readiness, Being Safe and Being Kind. These are displayed and recognised throughout all phases of the school.

### PSHE CURRICULUM PLANNING

We teach PSHE in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach PSHE as a discrete subject. For each year group, six themed units provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education (RSE), along with related assessment tools. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE we deliver elements of the PSHE curriculum through our religious education lessons.

We also develop PSHE through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a focus on developing pupils' independence and self-esteem and giving them opportunities to develop leadership skills and positive group work.

### PSHE AND COMPUTING

Computing contributes to the teaching of PSHE in that children in Computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.



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### **INCLUSION**

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE teachers consider the targets set for the children in their IEPs, some of which targets may be directly related to PSHE targets (see SEND code of Practice).

### **ASSESSMENT FOR LEARNING**

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. In the Early Years, the focus for assessment is through teacher observation. For the rest of the school, succinct 'I can' statements are provided which summarise learning against the unit's key learning outcomes. This can be recorded in an editable document contains the key learning outcomes for all 6 SCARF half termly units.

### **MONITORING AND REVIEW**

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

This policy will be reviewed at least every three years.

Policy reviewed and approved by Governors: