



Simonside Primary School
Personal, Social and Health Education

At Simonside Primary School we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Legal requirements of schools

It is now a statutory requirement for primary schools to deliver PSHE and Relationships Education. The Department of Education (DfE) encourages schools to deliver Relationships and Sex Education (RSE) that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Please note that there is a separate RSE policy which covers our intent, implementation and impact in this curriculum area.

What Personal, Social, Health and Economic (PSHE) education (including Relationships Education) is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- * Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- * Encourage and support the development of social skills and social awareness;
- * Enable pupils to make sense of their own personal and social experiences;

- * Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- * Enable effective interpersonal relationships and develop a caring attitude towards others;
- * Encourage a caring attitude towards and responsibility for the environment;
- * Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- * Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education (including Relationships Education) is provided and who is responsible for this

At Simonside Primary School we use Coram SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found on our school website. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Regular school council meetings also play an important role in ensuring pupil voice across the school.

Our PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of our children.

There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

What is being taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

EYFS, KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about

the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Please see the RSE Policy for more information on how this is taught.

How PSHE education (including Relationships Education) is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our school website.

How PSHE education is assessed, monitored and evaluated.

Curriculum Assessment Arrangements

EYFS

In Early Years, children are assessed against the EYFS framework for personal, social and emotional development. Staff assess on a day-to-day basis and carry out summative assessments at the end of the Reception year to complete the EYFS profile. This Statutory assessment of children's attainment is used to ensure children make the good level of development across all seven areas.

Key Stage 1 and 2

Effective teaching and learning in PSHE helps children to develop a wide range of life skills and to clarify their attitudes and values in relation to many complex and sensitive issues. As with other practical subjects these skills are not effectively assessed through written tasks alone. SCARF provide assessment tools to enable staff to capture children's emerging and developing life skills - including critical thinking, assertiveness, values clarification, decision making, managing risk, operating effectively within the peer group, identifying emotions and knowing how - and who - to ask for help, when needed, to name just a few - in a meaningful way.

Floor books

All year groups evidence teaching and learning of PSHE in class floor books. These stand as a comprehensive evidence base not only for individual year groups but also for assessing the broader impact of PSHE education across the entire school. As a collective record of children's

learning journeys, reflections, and activities, floor books serve as a powerful tool for showcasing the integration of PSHE concepts into various aspects of school life. Through systematic floor book scrutiny, staff can identify common threads and trends in children's understanding, engagement, and application of PSHE skills.

Monitoring Teaching and Learning

Monitoring will be used to inform judgements on the quality of teaching and learning across the school.

Floor Books: Examination of floor books will be an integral part of monitoring. Floor books, documenting children's learning experiences, reflections, and activities, serve as a valuable resource. Scrutiny of these books allow staff to assess the depth of understanding, engagement, and application of PSHE concepts. They provide a valuable record of the children's journey and showcase the integration of PSHE into various subjects and activities.

Lesson Observations: Observations will be conducted to witness firsthand how PSHE is implemented in the classroom. This includes observing how teachers facilitate discussions, incorporate SCARF resources, and create a positive learning environment. It provides an opportunity to assess the effectiveness of teaching strategies and student engagement.

Staff Discussions: Regular discussions among staff members will contribute to the sharing of insights, strategies, and successful practices. This collaborative approach ensures that the entire school community is aligned with the goals of the PSHE programme and can learn from each other's experiences.

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Pupil Discussions: Interactions with students, through discussions and feedback sessions, offer a student-centric perspective on the impact of PSHE education. Insights from children can shed light on their understanding and the practical application of the knowledge and skills gained through the PSHE curriculum.

Learning Walks: Walking through the school environment during PSHE sessions provides a dynamic view of how the curriculum is integrated into various aspects of school life. This includes interactions in the classroom, engagement in extracurricular activities, and the overall school atmosphere. Learning walks also offer a chance to observe the display and utilisation of floor books as a reflective and demonstrative tool for learning.

How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their individual learning support plans.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content to meet the learning outcomes.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Sources of Further Information

This policy has drawn on:

- 5 Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own RSE Policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2023)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance <https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance
<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'. <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. <https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.p>

