



## **Springdale Primary School**

### **PSHE POLICY**

**(Personal, Social, Health and Economic education)**

**Policy Approval Date:** February 2023

**Member of staff responsible:** PSHE Lead – Sally Grayson

**Review Date:** February 2025

This policy covers our school's approach to PSHE education and was written by the PSHE subject lead in consultation with the Head Teacher, school staff, specialist PSHE teacher and School Governors. Our children are encouraged to give feedback during lessons and the PSHE lead gathers feedback during focussed discussions.

*This policy is referred to in the staff handbook, is available to all staff on the school server and to pupils, parents/carers on the School's web site. The policy is referred to in the school prospectus and is referred to in relevant areas of the curriculum.*

#### **Context of the Policy:**

Springdale Primary is a community school, situated in the South Western area of the City. It caters for children between the ages of three to eleven years and operates a 2-form entry system. Springdale has a resource base for pupils with communication

and interaction difficulties in KS1. In KS2 Springdale has a Language Resource Base for pupils with speech, language and communication difficulties.

Pupils are integrated, as appropriate into mainstream classes. A cohesive PSHE policy, which underpins our school ethos, is fundamental for inclusion.

### Core School Values:

We work hard at Springdale to enable:

- provision of a quality teaching and learning environment
- access to a broad and balanced curriculum for ALL pupils
- the development of self-discipline, self-esteem, good conduct, good work ethics and a positive attitude towards others
- a thorough understanding of spiritual, moral, social, and cultural issues
- recognition of the valuable contribution made by governors, parent/carers, outside agencies and all those involved in the life of the school community
- equal opportunities for all members of the school community

We encourage children to feel safe and valued in their school environment. We achieve this by:

- Celebrating both individual and group effort and achievement.
- Raising topical political, health, social and moral issues.
- Reflecting on the religious ideals, personal feelings and values of others and ourselves.

We provide opportunities for a shared responsibility through school jobs, participation in school clubs, involvement in charity/sponsored events, recognition of individual and group activities and active decision-making through School and Sports councils, House Captains and the Lunchtime Buddy system.

### Links to other policies

This policy supports/complements the following policies:

- RSE Relationships and Sex education
- Drugs Education Policy
- SEND
- Health and Safety
- Staff Code of Conduct

- Behaviour
- Confidentiality
- Anti-bullying
- Child protection / Safeguarding
- Food and drink
- Medicines
- Promoting race equality
- Acceptable Use
- ICT to include E-Safety

### **What is Personal, Social and Health and Economic education?**

Personal, social and health and economic education (PSHE) is a planned element of the whole curriculum that helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. In undertaking PSHE, children learn to recognise their own worth, work well with others and become increasingly responsible for their own behaviour and learning. They learn to respect our common humanity, diversity and differences and they find out about their rights and duties as individuals and members of society.

The PSHE Association define PSHE as: **“PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives.”**

### **Statutory Requirements**

Since September 2020, all Primary schools in England are required to deliver Relationships Education and Health Education. Both of these themes are delivered as part of our broader PSHE education provision in school, along with some additional non-statutory sex education provision. Please see our school RSE policy for further specific information on our approach to RSE at Springdale Primary School. The statutory Health Education requirements covered within PSHE are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information on the topics covered within these themes, the current statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RS\\_E\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf)

**As per this DfE statutory guidance document, there is no parental right of withdrawal from Relationships or Health Education content within our school curriculum. Please see the school's RSE policy for information about parental right of withdrawal from non-statutory sex education provision.**

We are committed to working with parents and carers and would encourage any parent or carer to contact us if they wish to discuss any element of our PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- Parents'/carers' evenings
- Information letters/ leaflets/displays
- Subject specific workshops
- Information within the PSHE section of our website

**PSHE as a subject is essential to enable us to discharge many of the statutory duties place upon us. It is an essential part of preventative safeguarding. Given the topics covered in PSHE it also allows us to demonstrate our approach to SMSC, British Values and Personal Development. The core values of Springdale are reflected in our teaching and learning within PSHE.**

### **School aims and ethos in the teaching of PSHE**

A whole school approach to the teaching of PSHE is an essential aspect of the successful promotion of each pupil's personal, social and health development. It is part of the school's planned and hidden curriculum, whenever morals, attitudes, behaviour, relationships and healthy life-styles are taught.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

Through the teaching of PSHE education, our overarching aims and objectives for our pupils are enable the development of 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 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.
- promote a positive attitude to healthy lifestyle and keeping safe
- learn the value of respect, love and care

This curriculum aims to ensure that children at Springdale:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- take initiative and act responsibly as an individual and member of the family, class, school and local, wider and world communities

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.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This PSHE policy and guidance is informed by existing DfE guidance alongside the PSHE Association Programme of Study for Key Stages 1 and 2 (2020) and by local data and needs analysis, including the Wolverhampton Health Related Behaviour Survey (HRBS), Local Health Related Data, vulnerable families/children, IHCP , SEND.

**PSHE Teaching/Learning Aims:**

- To provide accurate, balanced and relevant knowledge
- To provide opportunities to turn that knowledge into personal understanding
- To provide opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To teach the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- To ensure opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.
- To encourage pupils to develop a positive self-image.
- To encourage pupils to make informed choices and take responsibility for the consequences of their choices.
- To encourage pupils to form positive relationships with adults and their peers, understanding the importance of trust.

To teach pupils to respect and promote differences between one another within our school community, and also society in general.

**Equity, equality and diversity**

Our school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability, aptitude, ability or additional educational need. We promote social learning and expect pupils to show a high regard for the needs of others. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school PSHE is an ideal vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all. We believe that these aspects of personal and social development are as important as academic achievement.

The individual needs of SEND children will be considered very carefully and we will deliver the curriculum that best suits their developmental stage and learning needs. This may be in a whole class setting with individual support, in a small group, involve pre or post teaching and the learning content may be adapted from different year group focusses. We will respond to parental requests and concerns and will take specialist advice where necessary. The SENCO is involved in adapting lessons where needed and liaising with parents as appropriate.

### Curriculum, Teaching and Learning

At Springdale school we use SCARF (Safety, Caring, Achievement, Resilience, Friendship), a comprehensive scheme of work for PSHE and Wellbeing education. These materials are also supplemented with a range of high quality age appropriate teaching resources which supports the individual needs of our school, such as the PSHE Association resources. An overview of our PSHE curriculum can be found in the appendices of this policy. 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 but have adapted the scheme of work to meet the needs of our 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. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

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; class teachers and our PSHE lead often discuss this on an informal basis.

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 the 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.

#### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through focused lessons, supported by activities that enable learning development, alongside the development of 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, taking on responsibility as members of a small group, or occasionally, during whole-school activities.

## KS1 and KS2

The SCARF programme divides the year into 6 themed units and these units are also followed in EYFS:

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. **Rights, Respect, Responsibilities:** learning about money, living the wider world and the environment;
4. **Being Healthy (Being my Best):** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
5. **Keeping Safe:** looking at keeping ourselves healthy and safe
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. Please refer to our school RSE policy for further information about additional non-statutory sex education.

PSHE lessons are taught by class teachers once a week in timetabled PSHE lesson, throughout the whole year in their usual classes, in mainly mixed sex groupings (though some topics e.g. puberty may be delivered to single sex groups dependent on cohort needs) using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

All planning is detailed on the Year Group long term plan and can be found on the SCARF website in Programme Builder entitled: Springdale PSHE 2022. If it is non-SCARF planning, then the link is on the long term overview. Staff are responsible for adapting planning to suit the needs of the cohort and any teacher adapted plans-smarts, power points, resources can be found on a shared server in Curriculum: PSHE.

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 methods, including distancing techniques and an 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 the school website. (Confidentiality and Safeguarding see below)

To facilitate pupils' learning in PSHE:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned to meet the needs of all the pupils in the class and individual personal circumstances are taken into consideration.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and to evaluate their own progress.
- A safe and secure environment is vital to ensure effective learning in PSHE

#### Use of visitors to support PSHE

We provide events to promote an awareness of others. This might include charitable fund raising, or outside speakers from the community taking part in assemblies and lessons. The skills offered by visitors are of a specialist nature and provide us with up to date information and advice. They provide a stimulus for pupils from which detailed learning is developed. Representatives from varied backgrounds, religious communities, the law enforcers, health and emergencies services all provide input. This stimulus complements the skills of the teacher. Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. All visitors will be familiar with and understand the school's PSHE policy and work within it alongside their own code of practise and professional regulations. As part of school entry to site approach all visitors will be and signed into school with appropriate identification. As per Safeguarding policy, visitors are supervised/supported by a member of staff; The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### Creating a safe learning environment

Clear 'ground rules' and a confidentiality policy that is understood by all are important elements of creating a safe learning environment.

Therefore, ground rules are created with the children and revisited at the start of every lesson.

Examples of these are:

- Respect each other's opinion
- What is said in the room stays in the room. (a rule only for children see confidentiality below)
- Join in and share ideas and opinions if you want to, but you don't have to. There is a choice to be active or passive.
- You have a right to pass if asked a question you do not feel comfortable about answering
- No personal questions or comments
- Listen carefully and responding appropriately to what others have to say

### Additional Opportunities to develop PSHE

#### Social and moral responsibility:

Pupils are encouraged to develop self-confidence and to behave with moral responsibility towards their peers and adults. *For example the School Buddy system, House Captains, alongside class and whole schools jobs and responsibilities.*

#### Involvement in the community:

Pupils are encouraged to become involved in their local community and local services. *For example taking part in visits and talks from the Police, Fire Service, St John's Ambulance service, School Nurses, British Rail Safety Department, local churches and places of worship.*

#### British Values:

Pupils are taught about the issues, problems and practices of a democracy and how they, as citizens, can be effective. *For example, the School Councillors and Sports Councillors*

#### Collective worship:

Collective worship provides opportunities to enhance spiritual, moral, social and cultural development for pupils. It reaffirms the school values and ethos through planned weekly themes that support learning in PSHE linked to SCARF Learning Units and RE

### Local Communities:

Children are encouraged to learn PSHE and Citizenship through situations outside our school environment. We have links with other local schools and we have links with local businesses and voluntary/charitable groups such as Jaguar Land Rover and Period Poverty

### Confidentiality and Safeguarding

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher / DSL if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher /DSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

Teaching staff cannot offer unconditional confidentiality to children (see Safeguarding Policy) and must inform the designated safeguarding officer of any safety concerns. Members of staff and the Child Protection Officer are not legally bound to inform parents of any disclosure unless the Head teacher has specifically requested them to do so. Due to the nature of the topics covered in the PSHE education programme children may indicate that they are vulnerable or at risk, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

In such cases

- The teacher should approach the Safeguarding Officer
- The Safeguarding Officer should make sensitive arrangements, in discussion with the child and any relevant professionals.
- The Safeguarding Officer should address child protection issues and ensure that help is provided for the child and the family. There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher / DSL if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher /DSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

## **Role of the PSHE Lead**

The role of the PSHE Lead is to:

- Lead/Oversee the teaching of PSHE in the school.
- Formulate a PSHE Improvement plan to monitor and evaluate the subject in line with school policy
- Monitor the use of the policy and scheme of work.
- Ensure continuity and progression of teaching and learning throughout the school.
- To meet with SLT to discuss teaching and new ideas.
- Arrange in-service support, advice and assistance to staff.
- To order and maintain resources for use in each year group.
- To provide information for the SIP as needed
- To support staff and inform them of developments in PSHE.
- Liaise with other subject leads

## **Monitoring, Evaluation and Assessment**

All work in PSHE is recorded in a PSHE book if completed individually or in the PSHE Teamwork Folder found in each classroom.

We use different methods of assessing learning within PSHE at Springdale School:

### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and child to see the progress which has been made over the course of each half-termly unit of lesson plans.

### **SCARF Success Criteria**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education lead will monitor the planning, teaching, learning and progression of PSHE education regularly. Planning will be monitored regularly, and observations of teaching will take place in accordance with the school's monitoring cycle. The scheme of work and policy will also be reviewed according to the school's review cycle. Learning will be assessed formatively through classroom discussions and activities. Learning progression will be monitored by the PSHE lead using evidence from

year group learning (Teamwork) folders and PSHE books, in particular areas of learning to track and therefore improve progress across school.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified and an action plan is developed from this.

### **Training/CPD**

The PSHE coordinator will ensure that they remain updated and attend necessary training as required and cascade any learning to colleagues in staff meetings. Any specific staff training requests around PSHE delivery and themes should be raised with the coordinator in the first instance.

### **Policy dissemination/review**

This policy has been approved by Governors and will be available to parents in the PSHE area of the school website. Parents will be alerted to this update via text and it will be advertised in a newsletter. The policy will be amended according to learning needs and formally reviewed every two years by PSHE lead and the Headteacher.

### **Signed by:**

PSHE Lead

Name

Date

Headteacher

Name:

Date:

Governing body representative

Name:

Date:



## APPENDIX 1 Springdale PSHE and Wellbeing long-term plan based on SCARF half-termly units Theme Overview,

Year/Half-termly unit titles	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Rights, Respect, Responsibilities	Spring 2 Being Healthy ( Being my best)	Summer 1 Keeping Safe ( Keeping myself safe)	Summer 2 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Keeping my body safe Safe secrets and touches People who help to keep us safe	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Managing risk Decision-making skills Drugs and their risks Staying safe online	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

<p><b>Y4</b></p>	<p>Healthy relationships Listening to feelings Bullying Assertive skills</p>	<p>Recognising and celebrating difference (including religions and cultural difference)  Understanding and challenging stereotypes</p>	<p>Making a difference (different ways of helping others or the environment)  Media influence Decisions about spending money</p>	<p>Having choices and making decisions about my health  Taking care of my environment My skills and interests</p>	<p>Managing risk Understanding the norms of drug use (cigarette and alcohol use)  Influences Online safety</p>	<p>Body changes during puberty  Managing difficult feelings Relationships including marriage</p>
<p><b>Y5</b></p>	<p>Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media</p>	<p>Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community</p>	<p>Managing risk, including online safety Norms around use of legal drugs (tobacco, vaping, alcohol, D) Decision-making skills</p>	<p>Managing difficult and changing feelings Managing change: How my body is changing and why. How my feelings help Keeping myself safe: Where to go to get help</p>
<p><b>Y6</b></p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping</p>	<p>Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money Understanding democracy</p>	<p>Aspirations and goal setting Managing risk  Looking after my mental health</p>	<p>Understanding emotional needs Staying safe online  Drugs: norms and risks (including the law)</p>	<p>Managing changes  Keeping safe: What is safe to share?  Body Image: Feeling positive about myself Peer Pressure Conception/birth of a baby. Parental right of withdrawal Self-esteem: /When do I feel good about myself</p>

