



*‘Through God’s Love We Learn and
Flourish Together’*

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

PSHE POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Aims

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. We believe in the importance of high quality PSHE teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships where everyone can 'flourish together'.

We follow the guidance from the Church of England Education Office in our approach to teaching PSHE, seeking to be faith sensitive and inclusive. At our school, we believe all children should be treated with dignity and respect and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different types of families, medicine and the law) and moral teaching (relationships and values) ensuring clarity at all times.

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;
- An RSE curriculum that is based on honest and medically accurate information from reliable sources of information, supported by the school's Christian vision
- 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.
- Taking care to meet the individual needs of all pupils including those with special needs and disabilities so all feel valued and respected through the materials that is used and the language that is used
- Seek pupils' views about RSE so that the teaching can be made relevant to their lives and support them into adulthood

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.

2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

This policy also complies with the terms of the Severn Federation Academy Trusts funding agreement.

3. Content and Delivery

3.1 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. This policy can be found on the Trust website www.sfat.uk/policies

At Aylburton and English Bicknor C of E Primary Schools, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. 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. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group 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. 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; 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. We will also use the 'Wearing my SCARF' reflective tools to enable the children to assess their progress within a unit.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

3.2 How We Teach It

The SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well as an overview of our Science programmes of study are available on the websites.

3.3 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 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.

3.4 KS1 and KS2

The SCARF programme divides the year into 6 themed units:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values;

- Keeping Myself Safe: looking at keeping ourselves healthy and safe
- Rights and Responsibilities: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
- 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. 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.

In addition, we will have a visit from Coram Education, Life Education Workshops to further support the delivery of this scheme. In addition, the local church community may be an important resource in teaching about Christian marriage.

PSHE lessons are taught by a teacher once a week, throughout the whole year in their usual classes, in mixed sex groupings (with opportunities for single sex discussion in upper KS2 for RSE units), 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 the schools' website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Listening Post at Aylburton and English Bicknor C of E Primary Schools. Additionally, the Mental Health lead can signpost for support where needed. Further advice can be found on the website, under Early Help.

4. Monitoring, Evaluation and Assessment

We use three methods of monitoring and assessing learning within PSHE at Aylburton and English Bicknor C of E Primary Schools.

4.1 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 enables both the teacher and the child to see what progress has been made over the course of each half-termly unit of lesson plans. SCARF Success 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.

4.2 Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

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 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. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

5. 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 My 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 in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

As Church of England Schools, we teach PSHE and RSE with guidance from the Diocese of Gloucester. It is taught with Christian values at its centre.

6. Guiding Principles

In Church of England schools, Christian beliefs and values should underpin RSE such that:

- Sex education includes learning about physical and emotional development
- Sex education is part of a wider social, moral and spiritual education process

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds.

These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education. Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or

pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the Trust's Anti-Bullying (and Hate) policy and Equality & Diversity policy for further information; www.sfat.uk/policies

7. Roles and Responsibilities

7.1 The Local Academy Committee (LAC)

The Local Academy Committee, as delegated by the Trust Board, will approve the PSHE policy and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

7.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

8. Monitoring Arrangements

The delivery of PSHE is monitored by the PSHE Lead through planning scrutinies, learning walks, discussion with pupils and staff.

9. Links with Other Policies

This policy links to the following policies and procedures:

- Child Protection & Safeguarding policy (Inc. responding to disclosures)
- Confidentiality policy
- Anti-Bullying (and Hate) policy
- Science Policy
- Equality & Diversity policy
- Relationships & Sex Education policy

Curriculum information for PSHE can be found on the school websites:

[Curriculum | English Bicknor C of E Primary School](#)

[Curriculum | Aylburton Church of England Primary School \(aylburtoncofe.co.uk\)](#)

This policy is available on the school's websites:

[Policies | English Bicknor C of E Primary School](#)

www.aylburtoncofe.co.uk/policies

Paper copies are available on request from the School Office