

School Lane, Catforth, Preston PR4 0HL

**CATFORTH PRIMARY SCHOOL**

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PSHE

POLICY

**PSHE POLICY**

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At Catforth School we aim to create a secure and stimulating learning environment in which all members of the school community can be happy, grow in confidence and develop their full potential.

**The purpose of the PSHE policy**

This policy outlines the teaching and learning of PSHE at Catforth Primary School. All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability. Here at Catforth Primary School we are committed to the development of the whole child and as a consequence we place Personal, Social, Health and Economic Education (PSHE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and have the responsibility of preparing pupils for their adult lives. Catforth Primary School takes pride in the teaching of PSHE, and does this with integrity and purpose. This policy outlines how PSHE is taught using a spiral curriculum in our school. The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding. The Implementation of this policy is the responsibility of all teaching staff.

**Aims**

At Catforth we shall provide a broad and balanced PSHE curriculum that will support the lifelong learning about spiritual, moral, physical, social, cultural and emotional development of pupils.

We strive to promote positive behaviour, mental health, wellbeing, resilience and achievement whilst providing a curriculum which covers [everything needed to meet the new Relationships Education and Health Education statutory requirements](https://www.coramlifeeducation.org.uk/How_SCARF_meets_Relationships_Education_and_Health_Education_requirements).

At Catforth we understand the links between pupils' health and wellbeing, and their academic progress. We aim to develop crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) to ensure children are effective learners. Therefore, unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.

We use the SCARF programme (SCARF: Safety, Caring, Achievement, Resilience, Friendship) to ensure we provide a whole-school approach that builds on the essential foundations that are crucial for children to achieve their best, academically and socially.

Through our school’s PSHE curriculum we aim to support our pupils:

• To recognise their own worth;

• To work well with others;

• To develop positive, healthy relationships and respect for others;

• To understand our common humanity, diversity and differences;

• To know and understand what constitutes a healthy lifestyle, both physically and mentally;

• To develop online and offline safety awareness;

• To be positive and active members of a democratic society;

• To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;

• To form good relationships with other members of the school and the wider community;

• To understand the role of the family in their own development.

**Objectives**

Through our curriculum, school environment, school ethos and the strength of our relationships, we strive to promote pupils’ self-esteem, emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships. This should be based on respect for themselves and for others, at home, at school and in the community. Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of issues. Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish and develop into happy adults, who contribute effectively to society, pupils at Catforth Primary School develop their personalities and behaviour through the specific focus on important values. These values enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

**Curriculum and school organisation**

Our PSHE curriculum is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children follow this curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

At Catforth we follow the PSHE Association programme of study (which is in line with the DFE statutory requirements) that includes three core themes:

* Health and Wellbeing
* Relationships
* Living in the Wider World.

Teachers use the SCARF planning tool from Coram life education to deliver the curriculum and ensure full and effective coverage through six topics. High quality resources such as film clips, photographs and scenarios from the SCARF scheme will be used to support and promote understanding.

The themes of health and wellbeing, relationships and living in the wider world are embedded in the topics

**Me and My relationships**

(All years - Includes feelings/ emotions/ conflict resolution/ friendships)

**Valuing differences**

(All years - Includes British values)

**Keeping myself safe**

(Year 1-6 incudes relationship education/ year 3-6 also includes safe internet use and drugs)

**Rights and responsibilities**

(All years - includes money/ living in the wider world/ environment)

**Being my best**

(All years includes keeping healthy/ Growth Mindset/ goal setting/ achievement)

**Growing and changing**

(All years includes RSE related issues)

**PSHE curriculum planning**

At Catforth Primary School we use the Scarf planning tool which has been developed using the objectives from the PSHE Association programme of study and is underpinned by the statutory requirements set by the DFE, ensuring that they are all covered.

As a staff we have considered carefully at the SCARF scheme of work and have consulted with parents and governors to adapt the content and timings of all subjects covered to ensure our curriculum is relevant and effective for the pupils within school (content will be revisited frequently to ensure the needs of each cohort are met).

As we are a mixed age school each class receives PSHE lessons in either year groups or Key stage groups depending on the appropriateness. The content of each lesson is considered and where appropriate year groups and gender groups will be taught separately.

**Assessment**

Children are informally assessed by staff throughout their work. Evidence of PSHE will be in a variety of forms that are relevant to the lesson focus. At the end of each topic children in years 1-6 will complete a piece of work to show their understanding of the content taught and to give the pupils the opportunity to reflect on their own learning. Recording of work will be in a form appropriate to the planned focus. In Nursery and Reception, children will be assessed by the teacher using ongoing assessment and observations.

Pupil voice will be influential in adapting and amending planned learning activities as teachers use responses during lessons and the end of topic activities to gauge pupil understanding and to decipher whether a topic needs to be revisited.

Assessment allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes and is used as an integral part of AFL

**Recording**

It is essential that the type of recording in PSHE is meaningful and relevant to the activity and learning, as well as to the needs and abilities of the child. A variety of recording methods are therefore used.

Floor books will be used to record children’s responses during PSHE in the form of photographs and written work to reflect the ideas, opinions and understanding of the children within the lesson. Written work may not always be appropriate and staff will use their professional judgment in this.

**Safety in PSHE**

The safety of the children is the responsibility of the class teacher.

Class rules for circle time and discussion will be agreed in each class so that each pupil feels happy and confident to join in PSHE lessons in a safe and secure environment.

At Catforth Primary School teachers are aware that the nature of PSHE lessons can lead to a disclosure of a child protection issue and known procedures are in place so that teachers can confidently consult with the designated safeguarding lead (The head teacher, Julie Bainbridge) and in her absence the deputy safeguarding lead (Hannah Woodward)

In the event that an external agency would be invited into school to support PSHE lessons, the content of their delivery would first be looked at to ensure the appropriateness and that it was in line with the curriculum and policy adopted by Catforth Primary School.

**Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PSHE subject leader gives the head teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PSHE subject leader will be given time to meet with pupils to discuss PSHE and gauge pupils involvement and understanding of the topics covered alongside the recorded work produced by each class.

Parental consultation has been used to inform the review of the curriculum provided at Catforth Primary School.