



ROOSE COMMUNITY PRIMARY SCHOOL

PSHE Policy

Date policy last reviewed: July 22

Signed by: N.Hazzard

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 9th Sept 2022

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Statement of intent

To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills, which enables children to access the wider curriculum and to prepare children to be a global citizen now, and in their future roles within a global community.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education HE). Whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

PSHE RESEARCH

PSHE Association evaluated research 'A case for PSHE' indicates that PSHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work.

PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that growing evidence suggests that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.

IMPLEMENTATION

Clear and comprehensive scheme of work in line with the National Curriculum.

Roose have an embedded Primary PSHE scheme of Work called SCARF Coram Life Education.

The following resources embed social and emotional aspects of learning within a whole school PSHE programme. The scheme of work includes

- Families and people who care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe/Risk Taking
- Diversity
- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Changing adolescent body
- Health and prevention

- British Values
- Democracy
- Citizenship
- Physical Activity

The Scheme of work also includes opportunities to link British Values and SMSC into the curriculum.

The spiral curriculum starts in Year 1 and follows the children through to Year 6. The distribution of the lessons complements key campaigns throughout the year such as Anti-bullying Week.

SCARF uses open learning activities which suit the ethos of PSHE. All learning activities used in 'SCARF' allow opportunities for discussion and debate. Open learning activities provide an opportunity for students for pupils to develop their skills, knowledge and attitude. Never underestimate the impact of children debating or discussing- even practising using language or talking about feelings can help them develop key skills for the future. We will use seesaw to document and evidence PHSE progress and attainment.

Displays across school

PSHE and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Assemblies

Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.

IMPACT

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will achieve age related expectations across the wider curriculum.
- Children will become healthy and responsible members of society
- Children will be on their journey preparing them for life and work in modern Britain.

At Roose we deliver the PSHE curriculum by utilising first hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

3. Aims and structure of the PSHE curriculum

Pupils will learn to do the following:

At Roose, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos and vision. (As a caring community, we learn and grow). British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Roose Primary School, personal, social, health and economic (PSHE)

education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

5. Programme of study

SCARF covers the PSHE Association's Programmes of Study content for Key Stages 1 and 2.

The new DfE requirements for Relationships Education and Health Education (statutory from September 2020) don't cover all aspects of PSHE education. Our [medium term planning and progression maps](#) show how SCARF covers both the DfE statutory requirements and the PSHE Association's advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education.

KS1: Health and wellbeing, Relationships, Living in the Wider World,

KS2: Health and Wellbeing, Relationships, Living in the Wider World

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as observation, questioning discussion groups and quizzes in order to monitor progress.

7. Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is Sept 23