

Personal, Social, Health and Economics (PSHE) Policy

Introduction

This policy has been written to ensure we are meeting the requirements and guidance of:

- [National Curriculum in England \(September 2013\)](#)
- [Guidance Personal, social, health Education \(PSHE\) \(September 2020\)](#)
- [Statutory guidance Relationship and Sex education](#) (RSE)
- [PSHE Association](#).

The DfE states that all schools are currently expected to provide PSHE education in their curriculum. This expectation has been strengthened from September 2020, when Relationships Education and Health Education aspects of the primary curriculum became compulsory in all schools. It's vital that schools continue to cover the full breadth of PSHE education subjects that are outside the scope of the DfE's statutory RSHE requirements so that wider life issues can be explored; these include economic education, environmental and community issues, rights and responsibilities.

This policy links closely with school policies that make reference to:

- Positive Behaviour Management
- Bullying
- Collective Worship
- Confidentiality
- Drugs and Alcohol Education
- Equal Opportunities
- Science
- Relationships and Sex Education (RSE)
- Spiritual, Moral, Social and Cultural Education (SMSC)

What is PSHE?

PSHE encompasses all areas of the curriculum designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, SMSC and encompasses our work within British Values.

Aims of PSHE Education at Pinewood Infant School

Our ethos and PSHE curriculum ensure that we meet the 5 strands of 'Every Child Matters' which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

Our school mission and vision statements reflect what we hope to achieve in PSHE.

We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- have respect for themselves and others
- develop independence and resilience
- make a positive contribution to the community and the global society
- raise aspirations and make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- have an active voice and become involved in the life of their community.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future
- decide on values by which they want to live their lives
- know about democracy and how to be active citizens
- know about economic wellbeing.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum content - SCARF

SCARF is an acronym for Safety, Caring, Achievement, Resilience, Friendship. SCARF is a non-statutory framework of activities for teaching PSHE from Foundation Stage to Year 6. It has been designed by Coram Life Education. SCARF provides all the building blocks needed to deliver a planned, progressive PSHE and Wellbeing programme throughout the infant school phase of education. It brings together work in our PSHE curriculum. Each term we will teach a topic across the whole school. SCARF supports our delivery to include topics across the year.

Our SCARF programme for PSHE and Citizenship encompasses SCARF materials for each year group with planning adapted to meet the needs of the children in those year groups. This covers EYFS and KS1.

Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

- circle time
- role-play
- discussion – whole class, small group, 1-2-1
- SCARF Days (including SCARF visitors and themed days)

- visitors e.g. Police , Fire Brigade, School Health Advisor etc.
- stories e.g. exploring behaviour of characters, creative activities
- pupil initiated activities.

There are weekly timetabled wholes school SCARF assemblies, PSHE/SCARF lessons, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Awards Assembly. The whole school ethos promotes our work in PSHE and Citizenship, as set out in our Mission Statement and home-school agreement.

Cross Curricular Links

Links will be made with PSHE and Citizenship in other curriculum areas as appropriate e.g. RE, PE, science and in cross curricular planning. There are also links made in after school clubs and on class visits. SCARF is fully mapped to the National Curriculum and British Values.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences, making comments on work and completing some written tasks and in special assemblies celebrating achievement.

Children will be rewarded in line with school policy e.g., stickers and certificates and in the weekly Celebration Assembly.

Teachers will be able to discuss progress made by their pupils. General comments about PSHE and Citizenship will be included in annual reports to parents.

Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE Subject Leader on a termly basis to be kept in the PSHE portfolio. The portfolio will also include input by pupils.

Governors will come into school to review and confer with the PSHE Subject Leader when appropriate. The governors will also come into school to observe and take part in other events. The PSHE Subject leader will ensure that our aims are being met.

When budget allows, staff will attend training to keep up-to-date with developments. The PSHE Subject Leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Equal Opportunities

Provision for PSHE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be

differentiated appropriately. Resources used will be sensitive to the needs and backgrounds of the children and do not reflect gender or cultural stereotypes, and will be monitored annually to ensure that sensitivity.

Parental and Community Involvement (Examples)

Parents and carers will be invited to join in events in school, including coffee afternoons, Class Assemblies, Activity Days and Parent Teacher Association events (PTA). Parents and carers are regularly informed of events and developments on the bi-weekly newsletter.

We also work closely with a number of outside agencies. We involve outside agencies. For example but not limited to:

- School Nurse Service
- School Police Liaison Officer
- The Emergency Services

as much as possible to deliver aspects of the curriculum. These are highlighted in our scheme of work and planning for PSHE.

This school believes that partnership with parents and carers and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

Policy Review

This policy is to be reviewed with reference to the following:

- National Curriculum
- Government statutory guidance (updated February 2020)
- A two year review cycle – see the header of this document.