



Personal, Social, Health and Economic Education (PSHE) Policy

May 2025

To be reviewed May 2027

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school is to:

- give children the skills and knowledge to successfully navigate living in today's society.
- ensure children have the support they need to be healthy, stay safe, enjoy and achieve through learning, make a positive contribution to society and achieve economic well-being.
- To ensure that the spiritual, moral, intellectual, cultural, physical, emotional, academic, aesthetic and social needs of each child are met.

We will support children to develop their whole self; to give children the tools to develop their physical and mental health. This includes statutory content regarding Relationships and Sex Education (RSE). As children move through the school they will look at how this affects their age and stage as well as preparing them for the next steps in their life.

Our core Christian values of love, courage and respect are woven into all of our sessions, looking at how we show these values to ourselves and others.

2. Statutory requirements

We follow the national curriculum programme of study for:

- relationships, sex and health education
- citizenship education

This is taught alongside PSHE topics, which are non-statutory, such as the rights of the child, caring for the environment, economic education and British Values, as well as developing social, emotional, and cultural and spiritual elements.

By following the SCARF units, all of the statutory requirements are covered in more depth than the minimum expectations and many topics are revisited. When changes are made to the statutory requirements, the SCARF program of study is automatically updated and any relevant staff training is offered.

Some of these areas are taught discretely, such as sex education, but many are interlinked within different units.

3. Content and delivery

3.1 What we teach

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).

Our relationships and sex education (RSE) policy can be referred to for details about what we teach and how we decide on what to teach in this subject. This policy is available at request from the school office or on our school website.

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

PSHE lessons take place at least once a week. PSHE is also linked in to whole school events and other areas of the curriculum where appropriate. For example, in RE, we will talk about differences in belief and how this links into PSHE units about differences and tolerance of one another. In PE, we link the importance of exercise to learning about how to keep our bodies healthy. In History, we learn about the Ancient Greeks, their role in democracy and how this links to the way we live now.

We supplement our PSHE lessons with the MyHappyMind Program, teaching and promoting ways to support mental health and wellbeing in times of stress or worry.

Our curriculum comes from SCARF (Safety, Caring, Achievement, Resilience, Friendship) by Coram Education. The suggested units are tailored to meet the needs of the children in our school and adapted to cover any relevant news or issues in classes or the school. We have a medium term plan with units for each half term which build on previous units and link across the school. All activities are adjusted to meet the needs of the children in each class in terms of learning ability.

Resources in the SCARF units are up-to-date and include guidance in how to approach controversial topics or difficult questions from pupils, ensuring teachers do not let their personal beliefs and attitudes influence teaching. Lessons and outcomes use different methods to engage children such as discussions, posters and

presentations, draw and write activities and drama. These are adapted to meet the needs of the children and reviewed regularly to ensure the children are enjoying and making progress in their learning.

To ensure teachers are confident to teach the subject, we have regular discussions about difficult topics. There is also a wealth of resources on the SCARF website to support teacher's confidence, both in suitable teaching resources and guidance for why to teach something in a particular way.

PSHE is assessed at the end of each unit by recording those who have not met the expected standard and those who are working above the expected standard on an objectives grid. This is shared with colleagues and passed on to the next teacher at the end of the year. It is a working document, which can be added to as necessary, throughout the year. This document is used to inform the end of year report to inform parents of children progress.

4. Roles and responsibilities

4.1 The governing board

The governing board has delegated the approval of this policy to the headteacher.

4.2 The headteacher

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

4.3 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
- Asking for support and guidance when required

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. When issues arise with parents, for example concerns over content or topics, parents are invited to view materials and discuss their concerns promptly to ensure confidence in what we are teaching. This is preempted in situations where we know parents may have concerns, speaking to the families before teaching commences.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE Leader through:

- planning scrutiny, including the correct coverage of SCARF and appropriate delivery
- learning walks
- pupil conferencing
- discussion of work and outcomes including monitoring books/ scrap books
- sharing good practice

This policy will be reviewed by the PSHE leader bi-annually. At every review, the policy will be approved by the headteacher.

6. Links with other policies

This policy links to the following policies and procedures

Relationship and Sex Education Policy

Behaviour Policy