



Robertswood School PSHE Policy

This policy covers our school's approach to PSHE education. It was produced by Sarah Rushworth (PSHE Subject Leader), through consultation with Eddie Richings (Head), teachers, the Governors, a representative group of parents, The PSHE Association, Coram Life Education, and Carol Stottor (Public Health England). It will be reviewed in November 2022.

PSHE Policy Introduction

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age-appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

The Legal Requirements

At Robertswood School we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PHSE provision (please see our Sex Education policy.)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education(RSE) and Health Education statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of reproduction contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has compliant and up to date PSHE (including Relationships, Health and Sex Education).

Aims

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education.
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching PSHE and Health Education.

Children

The aims of personal, social, health and economic education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- know ways of keeping themselves safe (including online)
- understand what makes for good relationships with others
- have respect for themselves and others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- Know about the role money plays, in their own, and others' lives.

School Staff

- To promote a confident, positive attitude towards the learning and teaching of PSHE, making it an enjoyable experience.
- To understand the value and complexity of this curriculum subject.
- To understand how to provide opportunities for the development of PSHE skills across the curriculum.
- To appreciate the pupils' family diversities within the school, understanding that each pupil will have a different family situation or experience.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching PSHE.
- To attend and contribute to Teacher Consultation Meetings.
- To support their children with any PSHE homework activities that are set (please refer to Homework Policy).
- To praise their children for the good things that they do in developing their Personal, Social, Health, Economic and Citizenship skills and understanding.

- To communicate and work with the school whenever further support is needed to develop their children's PSHE skills and understanding.
- To create an open and transparent communication with the children whilst learning about PSHE and have a safe space for asking questions

Governors

1. To appoint a designated link governor who will:
 - meet with the curriculum Subject Leader at least once a year to find out about:
 - a) the school's systems for planning work, supporting staff and monitoring progress
 - b) the allocation, use and adequacy of resources
 - c) how the standards of achievement are changing over time.
 - Visit School and talk to pupils about their experiences of the curriculum area.
 - Promote and support the positive involvement of parents in the curriculum area.
 - Attend training and other events relating to the particular curriculum area.
 - Report jointly with the Subject Leader
 - a) for the School Prospectus
 - b) to the governing body with recommendations, if appropriate, once a year.
2. To be understanding and supportive of our aims in learning and teaching PSHE and review the PSHE Policy annually.

Implementation of the PSHE Policy

The Coram Life Education scheme of work called SCARF (Safety, Caring, Achievement, Resilience, Friendship) provides the basis of PSHE lesson content from Reception to Year 6. This forms the bulk of the PSHE lessons, but additional circle times or ad hoc lessons as often used to deal with issues that arise in the class (for example friendship issues, missing someone, General elections, Covid 19 etc). Teaching and learning is differentiated to best match the needs of the class and the individuals within it; within the context of the aspect of PSHE that is being taught. If the learning needs of specific children are best met following an alternative structure then this will be discussed with the SENCO.

2. Resources

Teachers have a login to the Coram Life website to access all the SCARF lesson plans, which are kept up to date, and in line with the PSHE Association. We have additional resources in the staffroom. Our PSHE and subject leader holds a selection of reference materials for teaching sensitive issues. Other resources can be found on the PSHE Association website, Twinkl, SEAL and Cambridge Scheme folders.

3. Homework

PSHE Homework is set occasionally for children in Years 1-6 at relevant times during the year.

Homework provides opportunities for children to:

- a) practise and consolidate their skills and knowledge
- b) develop and extend their techniques and strategies
- c) prepare for their future learning through out of class activities and homework.

It also allows parents/carers to be aware of what has been taught and key messages to reinforce.

4. Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible.

Parents/carers have the opportunity to meet with child's class/set teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of the Summer term.

Parents/carers are encouraged to support their children with homework and to attend Teacher Consultation Meetings.

5. Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by positively influencing the following key areas:

- a) Strategic direction and development of the subject
- b) Learning and teaching
- c) Leading and managing staff
- d) Efficient and effective deployment of staff and resources

The role of the Subject Leader is detailed further in the Subject Leader Job Profile.

The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in PSHE and provides an annual summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

During the academic year, the Subject Leader has specific allocated time for subject self-evaluation activities.

Learning and Teaching

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Robertswood Primary School. These apply to learning and teaching in PSHE as well as every other curriculum subject area.

PSHE Half Termly Units

The SCARF scheme of work follows the PSHE Association learning objectives which are in 3 sections – Health and Wellbeing, Relationships, and Living in the Wider World. See Appendix 1. A progression of lessons will be planned and taught over a half term, as suggested by the SCARF scheme. Teachers have the flexibility to change the order and adapt the SCARF lessons to best suit the Year group and the events happening in their worlds.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, the NSPCC and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We have the Life Bus (Coram Life Education Mobile classroom) visit each year to enrich PSHE learning.

PSHE Lessons – Good Practice

Within each PSHE session there will be the following elements;

A clear Learning Objective, often with focused Steps for Success, which is used by both the teacher and the children to assess the lesson's work; an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences; teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught; a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's

learning on further. PSHE activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

PSHE across the Curriculum

We teach PSHE in a variety of ways. Our Star Values ensure that Personal and Social learning is embedded in classrooms and throughout school life at Robertswood. Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. There is a little overlap between the programme of study for Religious Education and PSHE, for example people who are special to us and reflection on what is special to me. We have also had My Money Week to bring money management to life, this often links well to the Maths curriculum. Recently we dedicated the month of June to Healthy Body Healthy Mind, which is cross curricular with P.E. and Science. Sex education in Year 6 is taught in conjunction with Science. Anti-bullying week in November has recently focussed on e-safety and the online safety in PSHE is cross-curricular with the Computing curriculum. The experience of performing in our school plays, assemblies, Carol Concerts, special celebrations, charity events, sporting opportunities, and musical events all contribute to building self-confidence and self-esteem.

We also enrich PSHE learning through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. Year 6 children all have the opportunity for responsibility such as House Captains, Playground Leaders, Club leaders, and Walk to School organisers which help them to become more responsible and confident.

We offer a residential visit to **France** in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. Year 5 have a residential trip to the **Isle of Wight**, which encourages personal development through challenging adventurous activities and experiences out of their comfort zones. Year 3 and 4 have overnight school trips which start preparing the children to cope away from home.

Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Robertswood is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in PSHE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- By creating an inclusive culture, we will naturally promote diversity.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in PSHE are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- PSHE is reported on at the end of the academic year in each child's School Report.

Appendix 1 PSHE Association Programme of Study (see pages 8 to 20)

We use <https://www.coramlifeeducation.org.uk/scarf> scheme of work (lesson plans and resources following the PSHE Association objectives)

Monitoring and Review

- The Head teacher and PSHE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and PSHE Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Agreed by Curriculum Committee:	Date	09/11/22
Signed by the Chair of Governors	Date	09/11/22
Version	2		
Changes	None		
Next review	September 2025		