



PSHE Education **Policy**

REVIEW PROCESS	
FIRST WRITTEN	
REVIEWED	December 2024
NEXT REVIEW	December 2026

Statement of intent

Here at Skegby Junior Academy, 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, with the academy SMART values and '5 Rs'. 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.

Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Children will be able to develop the ability to tackle the moral, social and cultural issues that are part of growing up. Through our discreet lessons as well as wider cross curricular approach to teaching PSHE/RSE, children are taught how to keep themselves safe, physically and emotionally resulting in the acquisition of knowledge and skills, which enables children to access the wider curriculum. 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.

1) Legal framework

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools¹.

We at Skegby Junior Academy acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

2) Roles and responsibilities

Our PSHE subject lead, Laura Hultum, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

The subject leader is also responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Ensuring the continuity and progression from year group to year group.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on

the contribution of PSHE to other curriculum areas, including cross-curricular and extra-curricular activities. • Collating assessment data and setting new priorities for the development of PSHE in subsequent years.

The classroom teacher is responsible for: • Acting in accordance with this policy. • Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum. • Liaising with the subject leader about key topics, resources and support for individual pupils. • Monitoring the progress of pupils in their class and reporting this on an annual basis to parents. • Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT. • Undertaking any training that is necessary in order to effectively teach the subject.

The SENDCO is responsible for: • Liaising with the subject leader to implement and develop PSHE throughout the school. • Organising and providing training for staff regarding the PSHE curriculum for pupils with SEND. • Advising staff how best to support pupils' needs. • Advising staff on the inclusion of PSHE objectives in pupils' individual education plans. • Advising staff on the use of teaching assistants to meet pupils' needs.

3) National curriculum

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Skegby Junior Academy's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;

8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

At Skegby Junior Academy we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

4) Cross curricular links

We encourage a cross-curricular approach to the development of PSHE skills and understanding. Weekly forest school activities encourage children to work together socially

to problem solve and learn. The schools 5's run through the planning of activities each week and the children are given time to reflect on how they felt they did. Planting and growing things are important aspects of our PSHE curriculum, and we link this to an understanding of healthy eating and the activities that take place in our Forest School.

'Events' such as Bikeability, Swimming lessons (covering water safety), Careers weeks, Anti-bullying week teach certain aspects of the curriculum in a discreet way. Assemblies are linked to PSHE, British Values, RE and SMSC and cover any additional activities such as current issues. We have a PSHE question of the week. We have Tuesday afternoon class assembly time to explore this question which is based on current issues.

We have wellbeing day the first day back after each half term this has included activities like disco dodgeball and activities around mental health in classrooms. PSHE issues are also taught and consolidated within other subjects such as Science, RE, Computing, Collective worship, and Music. The children are taught about online safety through the computing curriculum, assemblies, and class discussion and PSHE lessons.

There are also a range of experiences organised throughout the school year, such as inspirational speakers, healthy eating assemblies, school council meetings, eco club for pupils as well as Leadership activities for Key Stage 2 pupils. The school creates opportunities and experiences for all its pupils enabling them to learn about themselves and the diverse community around them.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead *Hannah Nagelsztajn*.

5) Recording and evidencing work

Work can be recorded in PSHE books or photos and post it notes and posters can be added to class portfolios of evidence. Displays around school show our values and ethos and how it is incorporated through the day to day running of the school.

6) Assessment and recording

The method of monitoring and assessing learning within PSHE at Skegby Junior Academy School is SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

8) Equal Opportunities

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

9) Monitoring and review

The policy will be reviewed annually and updated every three years, in consultation with parents, teachers and other school staff, governors and pupils.