



St Barnabas CE Primary School

“Preparing for a positive future, achieved through faith.”

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

“Let your light shine.”

Matthew 5:16

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

Policy updated:	September 2023
Reviewed & Agreed by Governors	To be agreed Nov 23
Next Review	September 2024
Head teacher	Miss Jane Hodgkinson
Chair of Governors	Dr Carsten Kressel

1. Introduction

PSHE education offers children significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, drug and alcohol education, healthy eating, physical activity, social and emotional health, wellbeing, sex and relationships, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development but is a curriculum subject in its own right.

2. Aims

The aims of our PSHE policy are:

- To raise the standards of PSHE;
- To establish an entitlement for all pupils;
- To establish expectations for teaching staff for teaching PSHE;
- To promote continuity and coherence in PSHE throughout school;
- To state the school's approaches to PSHE in order to promote understanding to parents and carers.

At St Barnabas, our aim is to ensure that the wellbeing, happiness and safety of our children is a priority. PSHE is an important part of the curriculum and we endeavour that all children are provided with a PSHE curriculum that gives pupils:

- Knowledge and understanding to make informed choices and decisions.
- An opportunity to develop self – awareness, confidence and self-esteem.
- Responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle.
- Skills and positive attitude towards building effective relationships and respect for others.
- Ability to manage and express feelings appropriately.
- Understanding of a diverse society and our rights and responsibilities.

The aims of the PSHE curriculum follow that of the National Curriculum and provides our pupils with the opportunity to explore and demonstrate all of our school values including, friendship, compassion, perseverance and justice. Our high expectations in PSHE set for all pupils ensures that they have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually regardless of their background or attainment level.

3. Curriculum content and delivery

As well as teaching the PHSE core themes outlined above, we teach statutory Relationship and Health Education as outlined by the Department of Education. In addition to this, we also offer a Sex Education programme.

Relationships Education overview

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The Government guidance sets out the content for Relationships Education in primary schools under the following headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education overview

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The Government guidance sets out the content for Health Education in primary schools under the following headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body

Sex Education overview

As highly recommended by the Department for Education, we offer a sex education programme to meet the needs of our pupils. It is a non statutory element of the curriculum, but at St Barnabas we value it as an essential element. We believe that our children should receive a sex education programme tailored to their age and their physical and emotional maturity before transferring to secondary school.

Possible themes explored within sex education lessons may include:

- Who can I talk to if I feel uncomfortable or are concerned by such a request?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What is personal and private information?
- What kind of physical contact is unacceptable and how should I respond?
- How will my body and emotions change as they approach and move through puberty?
- How do I feel about growing up and changing?
- How do humans reproduce?
- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

Please refer to our RSHE policy if you require any further information regarding our RSHE programme.

At St Barnabas, teachers use an online resource called SCARF (Safety, Caring, Achievement, Resilience and Friendship) which provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools to give our teachers skills and confidence to embed a comprehensive PSHE and Wellbeing programme. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Curriculum overview and coverage

Across EYFS, KS1 and KS2 the following themes and units are delivered across the academic year to ensure all aspects of the PSHE and RSHE curriculum are taught.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Theme	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibility	Being My Best	Growing and Changing

Our PSHE provision is delivered within in a whole school approach which includes:

- Dedicated class lessons
- Through cross curricular links
- Assemblies
- Specialist Teams/External PSHE providers/Speakers
- Circle Time and guidance as situations arise
- School Events and Extra Curricular Activities
- School Ambassadors and Pupil Voice

4. Assessment

SCARF assessment tools are used to measure individual and class progress against the themes of the SCARF half-termly units. The assessments use 'I can' statements, summarising learning against each unit's key learning outcomes. Teachers are well equipped to make professional judgements of progress

made and are able to confidently monitor progress, record key points and identify areas for further development. Evidence used to inform judgements may be gathered in a variety of ways including photographs, conversations and written evidence.

5. Inclusion

Provision for PSHE and RSHE is in line with all of our policies. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes and are monitored annually to ensure that sensitivity.

6. SEND

Through our assessment procedures we aim to identify children with additional needs to enable all children to achieve their full potential. Those children who are experiencing difficulties are given extra support as outlined in their pupil passports. This is monitored by the Class teacher and SENCO. We provide learning opportunities that are matched to the needs of the children in line with our SEND and Inclusion policies. Teachers will ensure that they match work to differing levels of ability and development, supporting those who need to make progress in smaller steps. Intervention support programmes are run to scaffold the learning of the children making less than expected progress.

7. Cross-curricular Opportunities

Our PSHE overviews and Enrichment Calendar enable us to take advantage of many well-planned opportunities to make cross-curricular links. Opportunities are planned for pupils to practise and apply the skills, knowledge and understanding within PHSE lessons and across the wider curriculum and through a series of well-planned extra-curricular, enrichment activities and experiences.

8. Parental engagement

Parents are regularly informed of events and developments via our school newsletter on social media platform. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement. Our school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

9. Monitoring

The PSHE lead will monitor teaching and learning through:

- Classroom observations
- Learning walks
- Work scrutinies
- Pupil voice
- Participation in monitoring of PSHE assessments
- Monitoring results of PSHE assessments
- Tracking of individual children using test data and teacher assessments.
- Informal discussions with staff and children

The PSHE Lead will:

- Ensure staff are implementing the requirements of the Early Years Statutory Framework and National Curriculum in PSHE.
- Plan for the progression of PSHE teaching throughout the school.
- Identify and provide relevant training for needs of staff.
- Attend relevant courses and keep up to date with current initiatives.

10. Governing Body

Governors are invited to visit the school across the academic year to talk with the PSHE lead. When possible, the PSHE governor observes the teaching of PSHE, looks at samples of children's work and explores attitudes by talking with pupils. The PSHE Lead reports to the PSHE governor on a termly basis and the governor reports back to the curriculum committee on a regular basis.