

COURTWOOD PRIMARY SCHOOL

PSHE Policy

Approved by the Governing Body on:
November 2024

Introduction

Purpose

To inform the teaching and learning of PSHE and Citizenship at Courtwood Primary school. The policy will be available to all teaching staff, governors and parents.

Background

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.

We at Courtwood Primary School 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.

PSHE and citizenship enables children to become healthy, independent and responsible members of society. It teaches children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. It equips them with the knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. In so doing we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the Pupil Parliament.

Abbreviations

Abbreviation	Meaning
PSHE	Personal, Social and Health Education
SoW	Scheme of Work
RSHE	Relationships, Sex and Health Education
CP	Child Protection
CAMHS	Children and Adolescent Mental Health Service
SEND	Special Educational Needs and Disability
SMSC	Spiritual, Moral, Social and Cultural
IEP	Individual Educational Plan

Policy

At Courtwood Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

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.

The school'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.

Our PSHE Policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- The Protected Characteristics

The SCARF Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Framework

At Courtwood Primary School 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](#).

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

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.

What Is Being Taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils, laying the foundations for their ongoing Relationships and Sex Education in their secondary phase.

How PSHE Education, Including Relationships Education, Is Taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment at the beginning of lessons or topics. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. 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 which can be found on the website.

SCARF Content Overview



Year	1	2	3	4	5	6
Half-Termly Unit Titles	Me And My Relationships	Valuing Difference	Keeping Safe	Rights And Respect	Being My Best	Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and differences Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	<ul style="list-style-type: none"> Feelings Getting help Classroom rules Special People Being A Good Friend 	<ul style="list-style-type: none"> Recognising, Valuing and Celebrating Difference Developing Respect and Accepting Others Bullying And Getting Help 	<ul style="list-style-type: none"> How Our Feelings Can Keep Us Safe – Including Online Safety Safe And Unsafe Touches Medicine Safety Sleep 	<ul style="list-style-type: none"> Taking Care of Things: Myself My Money My Environment 	<ul style="list-style-type: none"> Growth Mindset Healthy Eating Hygiene And Health Cooperation 	<ul style="list-style-type: none"> Getting Help Becoming Independent My Body Parts Taking Care of Self And Others
Y2	<ul style="list-style-type: none"> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation 	<ul style="list-style-type: none"> Being kind and helping others Celebrating difference People who help us Listening Skills 	<ul style="list-style-type: none"> Safe and unsafe secrets Appropriate touch Medicine safety 	<ul style="list-style-type: none"> Cooperation Self-regulation Online safety Looking after money – saving and spending 	<ul style="list-style-type: none"> Growth Mindset Looking after my body Hygiene and health Exercise and sleep 	<ul style="list-style-type: none"> Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	<ul style="list-style-type: none"> Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss 	<ul style="list-style-type: none"> Recognising and respecting diversity Being respectful and tolerant My community 	<ul style="list-style-type: none"> Managing risk Decision-making skills Drugs and their risks Staying safe online 	<ul style="list-style-type: none"> Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money 	<ul style="list-style-type: none"> Keeping myself healthy and well Celebrating and developing my skills Developing empathy 	<ul style="list-style-type: none"> Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	<ul style="list-style-type: none"> Healthy relationships Listening to feelings Bullying Assertive skills 	<ul style="list-style-type: none"> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes 	<ul style="list-style-type: none"> Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety 	<ul style="list-style-type: none"> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money 	<ul style="list-style-type: none"> Having choices and making decisions about my health Taking care of my environment My skills and interests 	<ul style="list-style-type: none"> Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	<ul style="list-style-type: none"> Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs 	<ul style="list-style-type: none"> Recognising and celebrating difference, including religions and cultural Influence and pressure of social media 	<ul style="list-style-type: none"> Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills 	<ul style="list-style-type: none"> Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending 	<ul style="list-style-type: none"> Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community 	<ul style="list-style-type: none"> Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	<ul style="list-style-type: none"> Assertiveness Cooperation Safe/unsafe touches Positive relationships 	<ul style="list-style-type: none"> Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping 	<ul style="list-style-type: none"> Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) 	<ul style="list-style-type: none"> Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy 	<ul style="list-style-type: none"> Aspirations and goal setting Managing risk Looking after my mental health 	<ul style="list-style-type: none"> Coping with changes Keeping safe Body Image Sex education Self-esteem

Our PSHE SoW includes, but is not limited to:

- Identifying their personal qualities, attitudes, skills, attributes and achievements and what influences these;
- Relationships (including different types and in different settings);
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet);
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings);
- Diversity and equality (in all its forms);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes);
- Career (including enterprise, employability and economic understanding);
- PSHE education makes a significant contribution to the development of a wide range of essential skills.

Teaching and Learning

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a weekly lesson where necessary; in order to develop themes and share ideas e.g. circle time.
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, SRE health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided for individuals, group, class or school events and initiatives e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and educational trips for all year groups.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's Personal, Emotional and Social Development and Understanding of the World.
- Much of the curriculum is delivered through oral and practical activities.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning, enquiry skills and assists in equipping them for adult life.

Assessment and recording

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

Provision for Children with Particular Needs/SEND

Class teachers will need to be aware of individual differences when working with the activities of the PSHE and RSHE curriculum. It is important that issues are handled sensitively and with discretion. Setting ground rules for circle time and class discussions will help everyone understand there are certain criteria that have to be adhered to for everyone's safety and confidentiality. 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 to meet the learning outcomes

Children in our Enhanced Learning Provision for pupils with Autism, follow the *PSHE Education Planning Framework for Pupils with SEND* scheme (PSHE Association), where learning outcomes have been adapted appropriately in cases where statutory content may not be accessible for pupils with SEND. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have. Children with SEND, in the mainstream setting, may also access content from this framework to help meet their needs most effectively, as appropriate.

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	<ol style="list-style-type: none"> 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others 	<ol style="list-style-type: none"> 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Self-Care, Support and Safety	<ol style="list-style-type: none"> 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private 	<ol style="list-style-type: none"> 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling

Managing Feelings	<ol style="list-style-type: none"> 1. <i>Identifying and expressing feelings</i> 2. <i>Managing strong feelings</i> 	<ol style="list-style-type: none"> 1. <i>Self-esteem and unkind comments</i> 2. <i>Strong feelings</i> 3. <i>Romantic feelings and sexual attraction</i> 4. <i>Expectations of relationships/abuse</i>
Changing and Growing	<ol style="list-style-type: none"> 1. <i>Baby to adult</i> 2. <i>Changes at puberty</i> 3. <i>Dealing with touch</i> 4. <i>Different types of relationships</i> 	<ol style="list-style-type: none"> 1. <i>Puberty</i> 2. <i>Positive/unhealthy relationships</i> 3. <i>Friendships</i> 4. <i>Intimate relationships, consent and contraception</i> 5. <i>Long-term relationships/parenthood</i>
Healthy Lifestyles	<ol style="list-style-type: none"> 1. <i>Healthy Eating</i> 2. <i>Taking care of physical health</i> 3. <i>Keeping well</i> 	<ol style="list-style-type: none"> 1. <i>Elements of a healthy lifestyles</i> 2. <i>Mental wellbeing</i> 3. <i>Physical activity</i> 4. <i>Healthy eating</i> 5. <i>Body image</i> 6. <i>Medicinal drugs</i> 7. <i>Drugs, alcohol & tobacco</i>
The World I Live In	<ol style="list-style-type: none"> 1. <i>Respecting differences between people</i> 2. <i>Jobs people do</i> 3. <i>Rules and laws</i> 4. <i>Taking care of the environment</i> 5. <i>Belonging to a community</i> 6. <i>Money</i> 	<ol style="list-style-type: none"> 1. <i>Human diversity</i> 2. <i>Rights and responsibilities</i> 3. <i>Managing online information</i> 4. <i>Taking care of the environment</i> 5. <i>Preparing for adulthood</i> 6. <i>Managing finances</i>

Equal Opportunities

At Courtwood Primary we endeavour to ensure that irrespective of race, ethnicity, gender, class or disability, all children receive the entitlement to relevant experience which will enable them to access learning. Thus, when planning the curriculum in PSHE the needs of every child must be considered.

Where it is seen to be a priority and agreed by the Principal, staff training is organised.

Other areas of PSHE around the School

Clear expectations and rules are communicated to the children for them to follow around the school and in the playgrounds. Children are taught, supported and encouraged to resolve issues independently. This is to support those children at break times who find it hard to join games and develop friendships. Pupil Parliament representatives are elected, two per class, from Y2-6 and meet with the Pupil Parliament leader regularly to discuss issues that arise.

All classes have Zones of Regulation boards/displays where children can check in/out and use the zones to communicate how they are feeling and explore reasons why and resolutions.

Children know that they will be supported in resolving their problem and worries either individually or in a group or class situation, whichever is appropriate to the situation. Childline and NSPCC posters are put up around the school for children to see, displaying the phone numbers to children should they need to use them.

Children feel secure in school and are open and able to talk to all school staff in particular class teachers and Teaching Assistants. Two members of staff are designated nurture staff and run Sunshine Group, ELSA, Drawing and Talking and Young Carers groups for those children that need extra nurture/PSHE support.

Staff Professional Development

The PSHE lead attends cluster meetings and training to keep up to date with key developments and initiatives.

Staff meetings are run to keep class teachers up to date

- With key developments and initiatives.
- With changes to coverage, overviews, organisation and assessment.

Specific Issues Child Protection

All adults working with children have to be DBS checked and trained in Safer Working Practices. If any issues arise during a PSHE lesson they must be shared with a Designated Safeguarding Lead for those that are considered 'at risk'.

Confidentiality

Confidentiality is not guaranteed, and the boundaries of confidentiality are made clear to the children. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request is honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to Child Protection. It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed on to the school's Designated Safeguarding Lead(s).

Links with other Policies

Child Protection / Safeguarding Children Policy

Behaviour

Anti-bullying Policy

RSHE Policy

Racial Equality Policy

Health and Safety Policy

Confidentiality Policy

Teaching and Learning Policy

Inclusion Policy

Complaints Procedure

Food

Medicines