



# PSHE POLICY

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Approved:	C. Spinks July 2022
Review date:	March 2023
Review due by:	March 2024

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## 1. How this Policy was developed

This PSHE (Personal, Social, Health, Economic education) policy was written alongside the RSE (Relationship, Sex, Education) policy (March 2023) by the PSHE and RSE lead, *K. Evans*. This policy has been read and agreed by the Headteacher and Governors. Parents have been consulted in the development of this policy via surveys and sharing this policy with parents for feedback.

The policy has also drawn on guidance from:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (June 2019 - Revised July 2020)
- Corum Life Education Policy Guidance.
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education' (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

During the formulation of the policy, other contextual information and factors were considered, for example, the school's status as a Church of England (VA) school and its distinctive Christian character and vision as a church school.

This policy should be read in conjunction with the following policies:

- All Saints CE Primary School Safeguarding Policy
- All Saints CE Primary School Anti-bullying Policy
- All Saints CE Primary School Equality Opportunities Policy statement
- All Saints CE Primary School Race Equality Policy statement
- DfE Keeping children safe in education (2018)

We are also confident that our choice in scheme is one which supports recognises and supports the Christian ethos of our school. The providers of the scheme state that:

*"The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character."*

## 2. Requirements on schools by Law

- 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 schools.
- We at All Saints CE Primary School 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.
- This new guidance does not cover everything needed for a comprehensive PSHE curriculum, in which vital elements such as the rights of the child, caring for the environment, economic education, and parts of British Values and SMSC are not included. These elements have previously been covered through our PSHE programme, are still considered an important component when developing the personal, social, emotional wellbeing and development of children, and help prepare them for their future lives.

- Therefore, at All Saints we have identified a comprehensive scheme (SCARF Coram Life Education) which we will be delivering across the school which provides a rich thorough curriculum, covering relevant PSHE objectives taken from the previous PSHE Programmes of Study's Learning Opportunities for EYFS, Key Stages 1 and 2, whilst also delivering the statutory RSE guidance.
- Lessons within school will still be referred to under the all-encompassing heading of PSHE.

### **3. What Personal, Social, Health and Economic (PSHE) education is**

- Our PSHE 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.
- At All Saints CE Primary School we use SCARF Coram Education to support us with our PSHE teaching and learning, which covers all objectives throughout the children's time in primary school. This resource was selected by teachers and governors, as the children and teachers felt it best suited our needs at All Saints CE Primary School.
- SCARF values are closely aligned to those of different faiths and also help schools in promoting children's spiritual, moral, social and cultural development (SMSC).
- SCARF lesson plans contribute to the following: Physical education should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.
- 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.

### **4. How PSHE is monitored and evaluated**

- Throughout each year group, the children contribute to the class PSHE floor book. Teachers are to ensure that weekly evidence of the learning objectives are present and that there is evidence from **all** children in some way (this may be photographs or post its. Each floor book will travel up the school with the class to show progress throughout their time at All Saints.  
We follow the SCARF suggested six half-termly units, which are mapped and share the learning objectives, which meet the statutory guidance.
- Class teachers are responsible for completing an assessment on each child each half term to whether they are emerging or expected on the appropriate year group learning objectives.

## **5. How the delivery of the content will be made accessible to all pupils**

- Most lessons will be as a whole class, however, a teacher may decide some lessons are better to teach as single sex lessons. If this is the case, **all** children will take part in the learning, but may be separated for a short time to allow the freedom of questioning and for children to be able to engage more appropriately in the subject matter.
- SCARF values are closely aligned to those of different faiths and also help schools in promoting children's spiritual, moral, social and cultural development (SMSC).
- PSHE lessons should take place weekly for a minimum of 45 minutes; however, it may be more effective if some lessons are taught in blocks of longer or shorter bursts, this will be measured and managed by the class teacher.
- PSHE and RSE should be taught by the Class teacher, however, this may include support staff of different or same sex gender to help support the inclusion of **all** required, including children with SEND, or in smaller groupings, if required.
- Teachers will take into account children's background, culture, ethnicity and religious beliefs, as well as gender identity and sexual orientation and SEND needs when planning and delivering RSE content, and may choose to alter the groupings, length of teaching or pace of lessons to suit various needs.
- Teachers also may prepare parents for teaching of sensitive information, by form of letter or online private communication to make them aware that their children may have questions. With this, teachers will be fully prepared to share taught content with parents on request- however, all content is statutory.

At All Saints CE Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found on our website, under curriculum, PSHE . It covers all of the DfE's new statutory requirements for Relationships Education and Health 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, for example, we may use our local environment as the starting point for aspects of our work.

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.

## **6. What is being taught in PSHE?**

- A yearly overview for each year group from Early Years Foundation stage, Key stage 1 and 2 as well an overview of our Science programmes of study can be found on the website.
- In order to deliver a comprehensive curriculum for our children, that ensures the required objectives are taught in a systematic, age appropriate way, we follow a scheme of work taken from the SCARF- CORAM Life Education curriculum. This is an age appropriate curriculum used by many schools across the country. This curriculum provides six half-termly units that are taught

in each year group. Each unit has its own age specific content that contributes the development of children's understanding and skill acquisition.

The six SCARF units taught in school are:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills - including the key skills of social and emotional learning, known to improve outcomes for children.

The following link [www.coramlifeeducation.org.uk/scarf/](http://www.coramlifeeducation.org.uk/scarf/) can also be used to obtain additional information regarding the specifics of the SCARF curriculum. The school follow 'SCARFS' suggested half termly units, as these have been carefully coordinated to ensure that there is through coverage of the required objectives. The curriculum is a 'spiral' curriculum, which means that there are foundation blocks developed through year groups, resulting in the end outcome of the statutory requirements being achieved comprehensively by the end of primary school, whilst also delivering a comprehensive, full PSHE programme.

Reception and Nursery (EYFS) are included within the SCARF curriculum and will be participating in SCARF lessons, alongside other continuous provision activities that are set up in the classroom. These lessons and ongoing activities will support the EYFS children within the areas of 'Personal, Social and Emotional Development' and 'Understanding the World'.

A curriculum map, specific to All Saints, is available on the school website [www.allsaints.stockport.sch.uk](http://www.allsaints.stockport.sch.uk). This outlines all the statutory RSE objectives and illustrates which lessons are taught in each year group. It is important to remember that the knowledge and understanding is progressive. Therefore, even if an objective is covered in Reception, it may be revisited throughout primary school, in age appropriate ways, culminating in a thorough, comprehensive understanding by the time a child reaches the end of their primary school journey.

## 7. Protected Characteristics

The UK government recognises how important it is that *"All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* (Ofsted guidance: [Inspecting teaching of the protected characteristics in schools](#), UK Gov. 2021)

It is not statutory that all of the protected characteristics are taught in every year group, however, teaching and learning is fully integrated, through age-appropriate content across the SCARF spiral curriculum to ensure a good understanding and coverage of the characteristics over the

primary phase. These topics are also covered through Science and RE curriculum throughout the primary phase.

These characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

At All Saints, we pride ourselves on having a well-considered approach to the teaching of the protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**\*See Appendix 1 for lessons that cover LGBT identities, gender stereotyping and body image and which provide the building blocks to body ownership**

## **8. Confidentiality and Child Protection**

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they must talk to the named Designated Safeguarding Lead (Mrs Claire Spinks) or Deputy Safeguarding Lead (Miss Simonette/ Mrs Roper/ Miss Spann) who will take appropriate action as laid down in the Safeguarding and Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

## **9. Parental concerns and withdrawal of students**

- Parents have been involved in the development of the PSHE curriculum and have been made aware that all teaching of PSHE and RSE at All Saints CE is **statutory** and **cannot be withdrawn from**.
- Yearly, a parental review will take place in the form of a scheduled survey to gather parental view and understanding of the PSHE and RSE curriculum.
- Teachers may contact parents before or after specific content has been taught to inform the parents of this, however, all lessons are statutory and cannot be withdrawn from.
- Parents may request that their child be taught in a smaller group or same-sex/ religious group and this should be respected by the teacher.
- Teachers will supply parents with supporting information or lesson content, where requested, to increase the support and understanding by the children and families.

## **10. Dissemination Of This Policy**

All staff members and governors have access to the PSHE and RSE policy. Copies are available from the school office, on request, from parents and also available on the school website.

## **11. Glossary of Abbreviations**

PSHE - Personal, Social, Health Education

RSE - Relationship Education, Relationship and Sex Education, Health Education. SRE - Sex and Relationships Education

DfE - Department for Education

SCARF- Safety, Caring, Achievement, Resilience, Friendship

## **12. Policy Review and Development / Action Plan**

Once this policy has undergone a consultation with parents and the school governors have ratified a final draft, it will then be reviewed annually, unless any new guidelines or recommendations are produced prior to the set review date.

The Curriculum Leader writes a subject action plan annually and actions are monitored, evaluated and reviewed termly. This development plan includes staff training. At All Saints we believe in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE where necessary and if available.



**\*Appendix 1:**

**LGBT identities, gender stereotyping and body image and which provide the building blocks to body ownership coverage by year group**

<b>Year group</b>	<b>Lesson Title</b>	<b>Context</b>
Y1	<b>Who are our special people</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	<b>Taking care of baby</b>	Children may contribute to the lesson by suggesting parents who are LGBT.
Y2	<b>My special people</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y3	<b>Family and Friends</b>	Learning point: Same-sex couples create families too
	<b>Looking after our special people</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	<b>Let's celebrate our differences</b>	Gender is recognised as something that makes us similar to and different from each other. Children may contribute an example of a transgender person in their lives.
	<b>Zeb</b>	Learning point: Sexuality and gender is recognised as something that makes us similar to and different from each other and that people can form a prejudice against.
	<b>I am fantastic!</b>	Learning point: Understand why some groups of people are not represented as much on television/in the media, e.g. transgender.
	<b>Relationship Tree</b>	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y4	<b>Together</b>	Learning point: Recognise that marriage includes same-sex and opposite-sex partners.
	<b>That is such a stereotype!</b>	Understand and identify stereotypes, including those promoted in the media.
Y5	<b>Is it true?</b>	Learning point: Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
	<b>Changing Bodies and feelings</b>	Learning point: Some young people who identify as transgender may have difficult feelings about puberty and it is important that they talk to someone about how they are feeling.
	<b>Stop, Start Stereotypes</b>	Learning Point: Recognise that some people can get bullied because of the way they express their gender or due to their sexual orientation.
	<b>Boys will be boys? - challenging work-place gender stereotypes</b>	Learning points: Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people, particularly those relating to the work place.
	<b>Star qualities</b>	Learning points: Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life (building blocks for challenging stereotypes).
Y6	<b>We have more in common than not</b>	Children are encouraged to think about what makes us different; including gender identity and sexual orientation.
	<b>Don't force me</b>	Learning point: Same-sex couples can have a civil partnership or get married.

Year group	Lesson Title	Context
	<b>I look great</b>	Learning point: Identify qualities that people have, as well as their looks (building blocks for challenging stereotypes).
	<b>Media Manipulation</b>	Learning points: Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people.