



Personal, Social and Health Education (PSHE)

HELSEBY HILLSIDE PRIMARY SCHOOL

Intent

Personal, Social, Health and Economic (PSHE) education, which includes Relationships Education, encompasses a range of essential skills, knowledge, and attributes that contribute to various aspects of a child's development. Consisting of both statutory and non-statutory elements of learning, as recommended by the DfE, PSHE serves as a framework for fostering positive behaviour, promoting mental health and well-being, building resilience and facilitating academic achievement. It equips children with the necessary skills to navigate the online world safely, develop healthy and secure relationships, interpret media messages critically, challenge extreme views and develop skills and attributes needed for present and future situations.

The provision of PSHE in our school aligns with our broader objectives of nurturing confident and successful learners who possess creativity, resourcefulness, and problem-solving abilities. The school's curriculum and culture prioritise the social and emotional development of pupils throughout all subject areas. Our PSHE program is designed around recurring themes, that follow a spiral curriculum approach, to achieve the following objectives:

1. Provide students with the necessary knowledge and empower them to develop self-esteem, confidence, and self-awareness, enabling them to make informed choices and decisions.
2. Foster the growth of social skills and social awareness among students, encouraging and supporting their interactions with others.
3. Help students make sense of their personal and social experiences, providing them with a framework for understanding their lives.
4. Promote responsible attitudes towards maintaining good physical and mental health, highlighting the importance of a safe and healthy lifestyle.
5. Support the development of effective interpersonal relationships and foster a caring attitude towards others.
6. Encourage students to care for the environment and take responsibility.
7. Assist students in understanding and managing their emotions, building resilience, and developing independence as curious problem solvers.
8. Promote an understanding of how society operates, including knowledge of laws, rights and responsibilities.

We recognise the strong connection between students' health, well-being, and academic progress. The essential skills and positive attitudes developed through comprehensive Personal,

Social, Health and Economic (PSHE) education play a crucial role in ensuring that children become effective learners.

Implementation

Helsby Hillside Primary School implements SCARF (CORAM Life Education), a comprehensive programme for PSHE and Relationship education. An overview of SCARF can be found in our PSHE Long Term Plan, which encompasses the DfE's statutory requirements for Relationships education and Health Education, including non-statutory Sex Education. It also aligns with the recommended learning opportunities outlined in the PSHE Association's Programme of Study and integrates with various subjects in the National Curriculum.

Following the suggested six half-term units provided by SCARF, we tailor the scheme of work to meet the specific needs of our school, considering factors such as our local environment. Sarita Jagota, our PSHE subject lead, collaborates with teachers in each year group to ensure that all staff members are equipped with the necessary knowledge, skills, and resources to deliver PSHE education confidently. SCARF offers a range of teaching support resources, including guidance documents and teacher training films. Any additional support required should be addressed by contacting the PSHE subject lead for further discussion.

Class teachers follow the suggested six half-term units provided by SCARF, either as standalone PSHE lessons all as cross curricular sessions. Detailed lesson plans outline specific learning objectives and can provide guidance on teaching methods. Class teachers often have informal discussions with our PSHE lead regarding lesson delivery.

We have selected SCARF as our PSHE resource because it builds upon children's prior learning, and we have assessed its content to be relevant and sensitive to the needs of our students. The SCARF scheme of work demonstrates planned progression to challenge students appropriately as they advance through the school. Assessments are completed by the class teacher using the SCARF Progress: Pre- and Post- Unit Assessment which enables the teacher and the child to see the progress that has been made over the course of each half-termly unit. Additionally, we utilise SCARF Summative Assessment 'I can...' statements, along with the lesson plan learning outcomes, to showcase the development of skills and knowledge.

Coverage

In conjunction with this policy, parents can access the SCARF medium-term planning for Key Stage One and Two, as well as the Early Years Foundation Stage. In addition, our Relationship Education Policy (RSE) is also provided.

- **The Early Years Foundation Stage**

Within the Early Years Foundation Stage, PSHE education emphasises making connections and is closely linked to child-led activities, including play. PSHE is integrated into topic-based activities as well as individualised sessions that focus on developing personal skills such as dressing and feeding. Positive experiences are fostered through daily opportunities for children to share and enjoy a variety of activities. They are encouraged to participate in social activities, both within small groups and part of whole school events.

- **Key Stage One and Key Stage Two**

The SCARF program organises the year into six themed units that guide PSHE education:

1. Me and My Relationships: This unit explores feelings, emotions, conflict resolution and friendships.
2. Valuing Difference: The focus is on fostering respectful relationships and British values.

3. Keeping Myself Safe: This unit addresses maintaining health and safety.
4. Rights and Responsibilities: Students learn about money, the wider world and environmental responsibility.
5. Being My Best: This unit highlights developing skills related to maintaining good health, supporting a growth mindset (resilience), and setting achievable goals.
6. Growing and Changing: Students learn about the human body, the changes that occur from birth to old age, and how to stay safe.

Children are encouraged to engage in activities that promote self-understanding as individuals who grow and change, as well as members of a larger community. These activities also help them recognise the impact of their choices and behaviours on others. Collaboration with peers is encouraged, starting with playing and learning and gradually progressing to cooperative work. Children are given opportunities to make decisions related to their health and environment and are encouraged to develop a caring attitude towards others.

In our school, non-statutory sex education takes place in Year Six. The curriculum covers topics such as conception (through sexual intercourse or IVF), building upon previous learning about relationships and puberty changes. This lays the groundwork for their ongoing Relationships and Sex Education in secondary school.

How is 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. These lessons are conducted in mixed-sex groups and employ a variety of interactive teaching methods, such as activity sheets, films, songs, online games and drama techniques.

To ensure a comfortable learning environment where children can engage with a range of topics, we create a safe space by establishing a group agreement at the start of lessons or when introducing new topics. This agreement includes a confidentiality statement that is understood by both adults and children. Teachers also employ various techniques, including distancing methods and anonymous question boxes, to create an atmosphere where children feel comfortable asking questions. When addressing children's inquiries, teachers provide factual and age-appropriate responses and follow the school's safeguarding procedures and child protection policy in case of any disclosures.

Individual support is available to children facing difficulties through ELSA, which provides one-on-one assistance. Additionally, we display relevant posters to direct pupils to sources of help and advice and appropriate books, that address these topics, are available throughout school.

Impact

At Helsby Hillside Primary School, we employ three methods to monitor and assess learning in PSHE:

1. SCARF Progress:

For each of the six units, we administer a pre and post assessment activity specifically designed for tracking progress. This assessment is conducted twice: first at the beginning of the unit to gauge the initial level of understanding, and then again at the end of the unit to monitor progress, capture key points and identify areas for further development. This allows both the class teacher and the child to see the progress made throughout each half-term unit.

2. SCARF Success

At the conclusion of the unit, we consider a range of 'I can...' statements that summarise the children's learning against the unit's key learning outcomes. These statements serve as a summary of their achievements.

3. Wearing My SCARF

This approach encourages children to personally reflect on their learning. They have the opportunity to record what they found helpful, thought-provoking, challenging, and where their learning can be applied next. These reflections play a vital role in evaluating the program, and their notes are compiled in a class book that is accessible to them at all times.

Using these recording methods, teachers can make an annual assessment of each child's progress. This information is also passed on to the next teacher at the end of each school year.

The responsibility for monitoring the standards of children's work and quality of PSHE education lies with the PSHE subject lead. This role involves supporting colleagues in teaching PSHE education and staying informed about current developments in the subject. The PSHE subject lead provides the head teacher with an annual summary report in which teaching and learning of the subject is evaluated. Areas of development are identified and shared with the school governors through an action plan. The PSHE subject lead is allocated regular management time to review evidence from the children's work and monitor assessments.

Additionally, pupil voice assessments are conducted annually to gather feedback from students about the quality of teaching and learning in PSHE. This feedback informs the development of the PSHE curriculum and identifies areas of improvement.

Inclusion

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other curriculum subjects. We recognise that personal and social development are as important to all pupils as their academic achievement. To ensure that all pupils are able to develop the key skills, attributes, and knowledge covered in the PSHE education program, lesson plan content will be adjusted, and additional support will be provided as needed. This includes considering the targets set for individual students in the Individual Education Plans (IEPs).

The SCARF lesson plans we use are designed to be flexible, allowing teachers to adapt the curriculum content to meet the specific needs of the pupils in their class, while addressing intended learning outcomes.

At our school, we are committed to making the Relationships and Sex Education (RSE) elements of the PSHE education programme relevant to all pupils, regardless of their gender identity. Through inclusive lessons, all pupils learn together about various changes that individuals experience through puberty. This approach promotes empathy, understanding and reduces incidents of teasing and stigma. It also ensures that transgender pupils have access to RSE content that is pertinent to the specific puberty-related changes they are likely to undergo.

We acknowledge and respect diverse ethnic, religious and cultural attitudes. We recognise that pupils come from various family situations and home backgrounds. In our teaching and through the use of resources, we actively promote diversity and inclusion, acknowledging different family structures.

Research suggests that, on average, approximately 4% of pupils define themselves as gay, lesbian, bisexual, or pansexual (GLBP). Some pupils may even have GLBP parents/carers, siblings, family members, or friends. Our PSHE education addresses this through sensitive, honest, and balanced scenarios that consider sexuality. This fosters a safe environment for all pupils and staff.

Parental concerns and withdrawal of students

Parents have the option to request the withdrawal of their child from some or all of the non-statutory Sex Education provided at our school, but not from Relationships Education. However, parents do not have the right to withdraw their children from aspects of Sex Education that are taught as part of the statutory National Curriculum Science and Health Education. We encourage parents to review our resources and address any concerns they may have with our staff.

If a request to withdraw a child is made, the head teacher will arrange a meeting with the parent to discuss the request, ensure a clear understanding of their wishes, and clarify the nature and purpose of the curriculum. During this meeting, the head teacher will explain the benefits of receiving this important education and discuss any potential negative effects that withdrawal might have on the child. This will include social and emotional consequences of exclusion and the possibility of the child hearing distorted versions of the lessons from their peers. In the case of a child being withdrawn, the school is responsible for ensuring that the child receives appropriate and purposeful education during the withdrawal period.

We strive to provide parents with ample opportunities to understand the purpose and content of Relationships Education and Sex Education. It is a statutory requirement for our school to present parents with examples of the resources we plan to use. We will provide opportunities for parents to view these examples through year group meetings. Termly newsletters will also be sent home to keep parents informed about what will be taught and when.

Dissemination of the Policy

This policy has been made accessible to parents, teachers, governors, and other school staff through the school website. Anyone wanting a printed copy should make a request to the school office. Should further information about PSHE education be required, please contact the PSHE education lead, Sarita Jagota.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

In Consultation With

Date Agreed	Name	Position
1.7.23	Adam Khan & Staff and Gov working meeting	Headteacher
Reviewed 05/06/24	Adam Khan and Andy Newman	Headteacher and PHSE Lead
Reviewed 10/06/25	Adam Khan and Lynda Thomas	Headteacher and PHSE Lead
Reviewed 09/06/26	Adam Khan and Sarita Jagota	Headteacher and PHSE Lead