



Sharneyford Primary School

PSHE Policy

Date Reviewed: October 2025

Signature_____

(Chair of Governors)

Personal, Social, Health Education (PSHE) Policy

Audience

This policy is available at all reasonable times for staff, governors, parents, school inspectors and any other interested bodies. A copy is available on request or may be viewed on the school website. This policy was developed through consultation between the subject leader (M.Jarvis) the Headteacher, the lead Governor for PSHE (J.Lee) and the full Governing body.

Purpose

This policy covers our school's approach to statutory guidance on Relationship Education, Health Education (HRE) and all other non-statutory aspects of PSHE. We are choosing to teach some elements of the non-statutory guidance for Sex and Relationships (Conception) to meet the needs of our pupils.

We believe PSHE is important to our children because *"PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society."*

The PSHE Association.

Our school aims:

There are four main aims that the school strives towards;

- At Sharneyford Primary School we strive to provide children with the best possible education, opportunities and environment for all members of our small school.
- Our intent is to provide children with the skills and knowledge to equip them in the future so they can lead full, happy, safe, responsible and healthy lives.
- We want all our pupils to aim high, develop self-belief and confidence, positive values, a sense of community, well-being and a caring attitude towards others.

- Our curriculum meets all the requirements of the compulsory health education and relationships education (2020) and the elements from the non-statutory guidance which we believe meets the needs of our pupils.

Please see the Intent, Implementation and Impact document for PSHE for further details (Appendix 1).

The Curriculum

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. We have therefore developed a curriculum that fully meets the requirements of the compulsory health education and relationships education Curriculum 2020. The school uses the SCARF/CORAM scheme of teaching and learning from Reception (Early Years curriculum) to Year 6. The school also addresses any potential 'gaps' of knowledge and understanding by complementing our curriculum with CORAM life education visits. We also further enhance our curriculum content by working with the NSPCC, school nurses and other visitors who enrich our curriculum.

How do we ensure our curriculum continues to be relevant to our children?

To ensure our curriculum remains relevant and the most beneficial to our children the subject leader regularly reviews and assesses the needs of our children against content delivery. This is carried out in several ways and is a continual process:

- Subject leader analyses the Health Lsip.
- Regular informal discussions with all teaching staff.
- Arising issues, such as current online trends.
- Parent issues that have come to our attention.
- Pupil interviews and pupil discussions.

Dependent on need, extra lessons, visiting workshops, small group work, individual sessions may be organised to ensure the needs of our children are met at all times throughout the academic year.

Teaching

Our PSHE curriculum is delivered through discrete weekly lessons in all classes. There may be times during the academic year when additional lessons are delivered, eg. Year 6 moving on to High School, puberty etc. Teachers and level 3 Teaching Assistants use the SCARF scheme of learning which delivers lessons through the use of thought-provoking videos, discussions, paired work, group work and some written work. The scheme is designed to allow progression throughout the year groups.

Content (Statutory)

The Statutory Guidance on Relationships Education 2020 in KS1 and 2 contains five key topics:

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

(See Appendix 2)

The Statutory Guidance on Physical Health and Wellbeing Education 2020 (Health Education) in KS 1 and 2 contains 8 key topics:

- 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

(See Appendix 3)

Curriculum themes / topics.



<u>Class</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
1 (EYFS, 1, 2)	Me and my relationships	Rights and respect	Valuing difference	Being my best	Keeping safe	Growing and changing
2 (3, 4)	Me and my relationships	Rights and respect	Valuing difference	Being my best	Keeping safe	Growing and changing
3 (5, 6)	Me and my relationships	Rights and respect	Valuing difference	Being my best	Keeping safe	Growing and changing

Topics and themes for learning are carefully chosen to run across the whole school for cohesion and progression. The themes are repeated year on year however each year the skills taught are carefully adapted so that children are taught a curriculum fully tailored to their current year group in addition to being challenged where appropriate.

Early Years

In the Early Years Foundation Stage, PSHE is not a discrete curriculum subject within the framework. However, the Early Years is a great place where children begin exploring the foundations of PSHE education through the areas of Personal, Social and Emotional Development and Understanding the World. Because we want to deliver the best possible content and curriculum to our pupils, we provide our pupils with EYFS content also from SCARF. Here is a short video from SCARF about their EYFS aims - [SCARF Early Years Tour](#)

Non-Statutory Guidance.

Within the Year 5 / 6 topic of 'Changing Adolescent body' we will be teaching the topic of conception which is from the Non-statutory guidance. Parents may withdraw children from the conception part of PSHE lessons only. However, it is hoped that with parental consultation and working together that withdrawal will not occur.

Lessons will be delivered in a sensitive and scientific manner. Learning about conception from when the sperm meets the egg. We are lucky in that we can offer same sex lessons due to having male and female teaching staff. We believe it is important children learn about conception as the reproduction of animals / humans is stated in the statutory Science curriculum for Year 5 and 6. Our approach also falls in line with DfE recommendations:

'The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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' DfE 2020

School will not be teaching issues relating to contraception, masturbation or sexual intercourse.

Safe Learning Environment

We want school to be a safe and secure learning environment for all our pupils. Regardless of their age or intended curriculum content we want them to feel that they can approach us with any concerns or questions they have. We therefore use an 'ask it basket' system where pupils can write down any questions they may have that might be sensitive. The teacher will then address the question/s in a discrete manner, discussing it with a parent / carer initially if appropriate.

Assessment

Teachers continually assess children's understanding during lessons to gauge a level of their understanding. These may be verbal exchanges, discussions in groups or pairs, feedback to the class or sometimes written evidence. Children are assessed as to whether they are meeting the expectations from the statutory guidance 2020 on a termly basis. This information is added to the school tracking system so the subject leader, Headteacher, class teachers and Governors can monitor progress. This data is reported to parents at two parent's evenings and included in one annual written report.

Pupil Voice

At Shameyford Primary School we believe it is important to listen to and involve children in their learning whenever possible. A high level of involvement and consultation often leads to highly engaged children. Therefore, when planning themes and topics, teachers often consult the children to find out what they would like to learn. The subject leader (M.Jarvis) talks to children during lesson observations and learning walk throughs to find out what they enjoy about PSHE and what they would like to learn. The subject leader also carries out pupil interviews on the subject at least once an academic year.

Monitoring, Reporting and Evaluation

The subject leader takes responsibility for monitoring, reporting and evaluating PSHE. The content of the curriculum is regularly monitored in the following ways:

- Long term plans analysed to ensure correct coverage.
- Staff meetings to discuss themes / topics are covered.
- Subject leader attends cluster meetings and training which is then passed down to other teaching staff.
- Termly analysis of teacher's assessment of PSHE.
- Informal discussions with teaching staff about additional input that may be needed.

This information is then reported in a termly report, which is given to the Headteacher and Subject Governor. This is then reported to the Governing Body annually. A report evaluating the subject area is carried out annually.

Safeguarding

As there may be sensitive issues raised in PSHE, there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Safeguarding Policy. If a disclosure is

made or if staff need advice, they should consult with the Designated Senior Person – The Headteacher or the backup Designation Senior Person – Ms F. McGinley

Health and Safety

Due to the nature of PSHE many of the lessons taught are discussion or circle time based rather than using equipment. However, occasionally lessons may be conducted outside the classroom e.g. Life Education Caravan. In these incidences staff are required to follow general health and safety guidelines.

Links with other policies

This policy links with other relevant policies:

- SMSC
- Safeguarding
- Confidentiality
- Online Safety
- Anti-Bullying
- SEND inclusion

This policy was written and reviewed by Mrs Michelle Jarvis.

Date: October 2025

Due for review: October 2026