



PSHCE - Policy

School Vision

Springfield is a caring, supportive and innovative school where everyone is recognised and appreciated as an individual. Children are encouraged to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.

Rationale

At Springfield Community Primary School, we teach Personal, Social, Health Education (PSHCE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our PSHCE curriculum follows SCARF. SCARF offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area through a spiral curriculum (Pugh, 2021). SCARF provides a comprehensive scheme of work for PSHCE education and covers the learning opportunities within the PSHCE Association's Program of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements.

We have chosen SCARF as our PSHCE 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 school.

We value PSHCE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. (Menzies et al., 2023)

We include the statutory Relationships and Health Education within our whole-school PSHCE programme.

Relationships and Sex Education

See RSE Policy

Aims of our PSHCE curriculum

The PSHCE 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 PSHCE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions.
- Encourage and support the development of social skills and social awareness.
- Enable pupils to make sense of their own personal and social experiences.
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Enable effective interpersonal relationships and develop a caring attitude towards others.
- Encourage a caring attitude towards and responsibility for the environment.

- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- 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, Community and Economic education are critical to ensuring children are effective learners. (Bonell et al., 2014)

Implementation of policy

At Springfield Community Primary School, we use SCARF, a comprehensive scheme of work for PSHCE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHCE 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.

Our PSHCE subject lead, Charlotte Lambert-Martin, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHCE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHCE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHCE lead often discuss this on an informal basis.

At Springfield Community Primary School, we believe a high quality PSHCE lesson should:

- Be planned using SCARF.
- Engage children in discussions linking learning to their own lives.
- Varied and interactive activities are taught with clear outcomes.
- Strategies are used to support neurodiverse learners.
- Adaptive teaching is explicit to ensure that children are supported in making progress in every lesson.
- Barriers to learning are removed through use of pre-learning key vocabulary, visual supports and concrete resources where needed.
- Learning is captured using Seesaw, illustrations, or short written pieces.
- A label with the date, learning objective and success criteria is on each piece of written work.
- Videos of discussions are labelled with a clear learning objective on Seesaw.
- The learning objective and success criteria are shared with children.
- Fast feedback ensures progress within lesson, providing challenges for children who have met the objective and timely intervention for children not yet meeting the objective.
- Encourage all children to share their views and opinions.

How is PSHCE taught in EYFS, KS1, KS2

In the appendices can be found the SCARF long term plan for Key stage 1, 2 and Foundation Stage.

Foundation Stage

In the Early Years Foundation Stage, PSHCE education is about making connections; it's strongly linked to child-led activities, including play. PSHCE 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:

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

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside - then collaboratively with - their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

PSHCE lessons are taught by their class teacher once a week in their timetabled PSHCE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any allegations following the schools safeguarding procedures/child protection policy.

Progression

The subject leader has created a provision map ensuring progression within the curriculum. Teachers use the half termly units to plan for progression in class. Children's progression is placed onto SONAR allowing teachers to look back on previous year groups to identify gaps and adapt lessons appropriately.

ICT

At Springfield, we use ICT throughout our curriculum. Teachers use interactive whiteboards to present learning in different ways, such as sharing audio and video clips, PPTs, images and websites to aid learning. Children have access to Chrome Books, laptops and iPads to aid their learning. Teachers also use iPads, specifically the app 'Seesaw', to capture learning that is mostly verbal. Teachers may also use this to provide verbal feedback to children.

Resources

Staff plan ahead for PSHCE units and organise resources as soon as possible. Springfield uses SCARF to assist teachers in planning and teaching high quality lessons. The programme provides individual lesson plans for teachers to use as well as links to useful and relevant online resources.

Seesaw/Lesson PowerPoints

All lesson plans and resources are uploaded to a shared drive in school each week allowing teachers access to each other's planning. Where applicable, videos/pictures taken on Seesaw during lessons should be clearly labelled with the learning objective for that lesson. These videos/pictures are printed out at the end of each term and placed in children's PSHCE files.

Monitoring

Pupils are primarily assessed during lessons and given verbal feedback and timely interventions where needed. Data is then updated weekly on SONAR. Pre and post-assessments are also used to assess pupils understanding at the beginning and end of each half termly unit.

Monitoring of PSHCE undertaken termly by the subject leader and action taken where necessary to support teaching and learning. A clear monitoring assessment cycle is published and shared with all staff. The purpose of monitoring is to support staff in delivering consistent, high quality PSHCE lessons within the expectations set out in this policy and the Agreed Principles. Monitoring is also designed to ensure all

pupils are receiving a high quality and equal learning experience at Springfield Community Primary School. Forms of monitoring include file looks, pupil interviews, staff questionnaires, and moderation. Constructive feedback will be provided to staff in a timely manner. Support from the Subject Lead will be offered to ensure any points of improvement are addressed.

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHCE and RHSE programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equal Opportunities

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Children identified with SEMH needs are assessed with GL assessments.

Role of Subject Leader

The role of the Subject Leader is to ensure a high-quality PSHCE curriculum is in place which is tailored to our school cohort. The Subject Lead will undertake the following responsibilities:

- Create a whole school progression map to ensure curriculum coverage.
- Create an action plan to move the subject forward.
- Share Agreed Principles and Policy with staff ensuring that all educators in school are 'in the know.'
- Partake in academic reading to ensure that the curriculum is current and meets statutory requirements.
- Disseminate all updates relating to the subject to staff.
- Monitor the learning and teaching taking place and act accordingly.
- Support staff in delivering content.
- Plan and book relevant training for staff members.
- Report to Governors.
- Conduct data analysis.
- Research, order and audit resources.
- Facilitate the moderation of learning across school.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy Written By: Charlotte Lambert-Martin

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Bibliography

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Menzies, L., Yates, W., Huband-Thompson, B. and Quilter-Pinner, H. (2023). WELLBEING AND MENTAL HEALTH? BALANCING ACT: NAVIGATING THE TENSIONS IN OUR SCHOOL SYSTEM. [online] JSTOR. Institute for Public Policy Research. Available at: <https://www.jstor.org/stable/resrep52736.7>

Pugh, V., 2021. 6. PSHCE guidance for relationship development in primary schools. wellbeing, p.18.