



PSHE

13.11.25

Policy Type:	School
Review schedule:	Annual
Target audience:	Staff, <u>parents</u>
Summary:	A policy about how PSHE is taught at F&B.

Mission

To provide an exciting, ambitious and unique early education for all

Values

- **Respect:** Accepting yourself and others for who they are
 - **Ambition:** A desire to achieve your best
 - **Perseverance:** To keep going in spite of obstacles

We respect our pupils as individuals and along with our school community share high ambitions for them. Developing their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning.

Fawbert and Barnard Infant School
Personal Social and Health Education Policy

PSHE Policy Statement

“PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.” (PSHE Association)

Introduction

At F&B, children’s wellbeing, happiness and safety are our main priority and we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Aims

Health & Wellbeing

For children to:

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and well-being.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including transition and loss.

Relationships

For children to:

- Develop and maintain a variety of healthy relationships (online and off-line) within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

For children to:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Objectives

Values and Attitudes:

Pupils will

- ◆ Learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- ◆ Be able to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- ◆ Become aware of some of the main institutions that affect their lives and find out about their rights, responsibilities and duties as individuals and as members of communities.
- ◆ Learn to understand and respect our common humanity, diversity and differences, so that they can go on to form the effective fulfilling relationships that are an essential part of life and learning.
- ◆ Begin to develop an understanding of how their bodies work and why they should adopt a healthy lifestyle.
- ◆ Learn to recognise situations that might be dangerous and develop an understanding of how to keep themselves safe.

Knowledge Skills and Understanding:

Developing self-confidence and responsibility to successfully deal with significant life changes and challenges.

Pupils will be taught:

- ◆ To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- ◆ To share their opinions on things that matter to them and explain their views.
- ◆ To recognise, regulate, name and deal with their feelings in a positive way.
- ◆ To think about themselves, learn from their experiences and recognise what they are good at.
- ◆ How to set simple goals.

Preparing to play an active role as citizens in the community and environment

Pupils will be taught:

- ◆ To take part in discussions with one other person, a small group and the whole class.
- ◆ To take part in a simple debate about topical issues.
- ◆ To recognise choices they can make and recognise the difference between right and wrong.
- ◆ To agree and follow rules for their group and classroom and understand how rules help them.
- ◆ To realise that people and other living things have needs and that they have a responsibility to meet them.
- ◆ That they belong to various groups and communities, such as family and school.
- ◆ What improves and what harms their local natural and built environments and about some of the ways people look after them.

- ◆ To contribute to the life of the class and school.
- ◆ To realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils will be taught:

- ◆ How to make simple choices that will improve their health and well-being.
- ◆ To maintain personal hygiene.
- ◆ How some diseases spread and can be controlled.
- ◆ About the processes of growing from young to old and how people's needs change.
- ◆ The names of the main parts of the body.
- ◆ That all household products, including medicines, can be harmful if not used properly.
- ◆ Rules for, and ways of, keeping safe, including basic road safety.
- ◆ About people who can help them to stay safe.

Developing positive relationships and respecting the differences between people

Pupils will be taught:

- ◆ To recognise how their behaviour affects other people.
- ◆ To listen to other people and to play and work co-operatively.
- ◆ To identify and respect the differences and similarities between people.
- ◆ That family and friends should care for each other.
- ◆ That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

Curriculum and Opportunities

The PSHE and Relationships Education curriculum at Fawbert and Barnard Infants is based on the National Curriculum Framework for PSHE and Citizenship. We follow the scheme of work produced by Coram Life Education: the SCARF programme – (Safety, Caring, Achievement, Resilience, Friendship). SCARF provides a whole-school, spiral curriculum to build essential foundations in Personal, Social, Health and Economic Education (PSHE) as well as Relationships and Health Education– crucial for children to achieve their best, academically and socially.

SCARF provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme 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.

Work in this area is presented in diverse ways and a wide variety of opportunities are taken to extend pupils' learning.

- ◆ Regular timetabled slots in which specific units from the SCARF scheme of work are covered.
- ◆ Work planned through links with other National Curriculum subjects e.g. Science.
- ◆ Regular classroom “Circle Times” as part of SCARF.
- ◆ An annual workshop for all year groups, in the Life Space, with a SCARF representative as part of the SCARF programme. (These visits also come with parent workshops and staff training.)
- ◆ Topics presented and discussed at assemblies.
- ◆ Other, more informal opportunities to reinforce understanding, such as monitoring of the school’s ‘Healthy Snacks’ policy.
- ◆ Participation in a variety of charity fundraising activities through the year which raise awareness of the needs of others.
- ◆ An elected School Council and Eco Council.
- ◆ Regular story times with books from the Well-being library.
- ◆ Half-termly SCARF assemblies by subject lead.
- ◆ The curriculum offers discreet whole school themed days/weeks on:
 - Kindness week (also known as anti-bullying week)
 - Road Safety
 - Railway safety
 - Water safety
 - Sun safety
 - E-safety
 - Healthy lifestyles

Teaching and Learning Approaches

PSHE lessons are taught by the 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.

At different times, a variety of approaches will be adopted.

For example:

- As part of planned study of specific topics across the curriculum elements of PSHE will be drawn out e.g. the importance of regular exercise in P.E. or of healthy eating in Science and Design & Technology.
- Whole class and group discussions on specific topics.
- Drama and role-play dealing with issues raised.
- Problem solving exercises both as a whole class and in small groups.
- Playing games dealing with relevant issues or encouraging particular attitudes.
- Studying resources designed to stimulate thinking processes and discussions.
- Visiting speakers such as the police, religious speakers and health workers also contribute to the taught curriculum

SCARF is an explicit, structured, whole-curriculum framework for teaching social, emotional and behavioural skills to all pupils and it is taught through a whole-school

approach. It is a spiral curriculum which revisits each theme (and the skills associated with that theme) offering new ideas yearly. This introduces new and more challenging learning whilst building on what has been taught before.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics.

Group agreement: "In our lessons we are respectful. We listen to others. We allow others to share their ideas and views and if they are different to ours that is okay. We can listen to each other and learn about our friends, families and other people"

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

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead (Mrs Potma) or through counselling sessions with our school based counsellor for children and young adults (Mrs Potma). Relevant leaflets, websites and posters can be found on our school website, on display in the Qube and in our pastoral offer referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Our long-term plans:

EYFS - Nursery

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
<ol style="list-style-type: none"> 1. Marvellous me! 2. I am special. 3. People who are special to me. (new) 	<ol style="list-style-type: none"> 1. Me and my friends. 2. Friends and family. 3. Including everyone. 	<ol style="list-style-type: none"> 1. People who help to keep me safe. 2. Safety indoors and outdoors. 3. What is safe to go into my body?
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
<ol style="list-style-type: none"> 1. Looking after myself. 2. Looking after others. 3. Looking after my environment. 	<ol style="list-style-type: none"> 1. What does my body need? 2. I can keep trying. 3. I can do it! 	<ol style="list-style-type: none"> 1. Growing and changing in nature. (new) 2. When I was a baby. (new) 3. Boys, girls and families. (new)

EYFS – Reception

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
<p>Wk 1 All about me. Wk 2 What makes me special. Wk 3 Me and my special people. Wk 4 Who can help me? Wk 5 My feelings (1). Wk 6 My feelings (2).</p>	<p>Wk 1 I'm special, you're special. Wk 2 Same and different. Wk 3 Same and different families. Wk 4 Same and different homes. Wk 5 I am caring. Wk 6 I am a friend.</p>	<p>Wk 1 What's safe to go onto my body? Wk 2 Keeping Myself Safe - What's safe to go into my body (including medicines). Wk 3 Safe indoors and outdoors. Wk 4 Listening to my feelings. Wk 5 Keeping safe online. Wk 6 People who help to keep me safe.</p>
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
<p>Wk 1 Looking after my special people. Wk 2 Looking after my friends. Wk 3 Being helpful at home and caring for our classroom. Wk 4 Caring for our world. Wk 5 Looking after money (1): recognising, spending, using. Wk 6 Looking after money (2): saving money and keeping it safe.</p>	<p>Wk 1 Bouncing back when things go wrong. Wk 2 Yes, I can! Wk 3 Healthy eating. Wk 4 My healthy mind. Wk 5 Move your body. Wk 6 A good night's sleep.</p>	<p>Wk 1 Seasons. Wk 2 Life stages - plants, animals, humans. Wk 3 Life Stages: Human life stage - who will I be? Wk 4 Where do babies come from? Wk 5 Getting bigger. Wk 6 Me and my body - girls and boys.</p>

Year 1

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
Wk 1 Why we have classroom rules? Wk 2 How are you listening? Wk 3 Thinking about feelings. Wk 4 Our feelings. Wk 5 Feelings and bodies. Wk 6 Good friends .	Wk 1 Same or different? Wk 2 Unkind, tease or bully? Wk 3 Harold's school rules. Wk 4 It's not fair! Wk 5 Who are our special people? Wk 6 Our special people balloons.	Wk 2 Super sleep .. Wk 3 Who can help? (1) Wk 4 Good or bad touches? Wk 5 Sharing pictures. Wk 6 What could Harold do? Wk 7 Harold loses Geoffrey.
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
Wk 1 Harold has a bad day. Wk 2 Around and about the school. Wk 3 Taking care of something. Wk 4 Harold's money. Wk 5 How should we look after our money? Wk 6 Basic first aid.	Wk 1 I can eat a rainbow . Wk 2 Eat well . Wk 3 Harold's wash and brush up. Wk 4 Catch it! Bin it! Kill it! Wk 5 Harold learns to ride his bike. Wk 6 Pass on the praise! Wk 7 Inside my wonderful body.	Wk 1 Healthy me. Wk 2 Then and now. Wk 3 Taking care of a baby. Wk 4 Who can help? (2) Wk 5 Surprises and secrets. Wk 6 Keeping privates private.

Year 2

Autumn 1	Autumn 2	Spring 1
<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping safe</i>
Wk 1 Our ideal classroom (1). Wk 2 Our ideal classroom (2). Wk 3 How are you feeling today? Wk 4 Let's all be happy. Wk 5 Being a good friend. Wk 6 Types of bullying. Wk 7 Don't do that! Wk 8 Bullying or teasing?	Wk 1 What makes us who we are? Wk 2 My special people. Wk 3 How do we make others feel? Wk 4 When someone is feeling left out. Wk 5 An act of kindness. Wk 6 Solve the problem.	Wk 1 Harold's picnic. Wk 2 How safe do you feel? Wk 3 What should Harold say? Wk 4 I don't like that! Wk 5 Fun or not? Wk 6 Should I tell?
Spring 2	Summer 1	Summer 2
<i>Rights and respect</i>	<i>Being my best</i>	<i>Growing and changing</i>
Wk 1 Getting on with others. Wk 2 When I feel like erupting. Wk 3 Feeling safe. Wk 4 Playing games Wk 5 Harold saves for something special. Wk 6 Harold goes camping. Wk 7 How can we look after our environment?	Wk 1 You can do it! Wk 2 My day. Wk 3 Harold's postcard: helping us the keep clean and healthy. Wk 4 Harold's bathroom. Wk 5 My body needs.... Wk 6 Basic first aid.	Wk 1 A helping hand. Wk 2 Sam moves out. Wk 3 Haven't you grown! Wk 4 My body, your body. Wk 5 Respecting privacy. Wk 6 Some secrets should never been kept.

Each year group follows the SCARF Scheme of Work, which breaks down each theme into sessions for each week. This ensures that all areas are covered and revisited without duplication of activities across the year groups.

Links with other Policies

~~There are elements of PSHE throughout the curriculum and these links are planned into the work covered at all stages. There are, however, specific links with the following policies:~~

- ~~◆ Anti-racist/ Racial Harassment Policy~~
- ~~◆ Behaviour Policy~~
- ~~◆ British Values~~
- ~~◆ Equal Opportunity and Inclusion Policy~~
- ~~◆ Multicultural Education Policy~~
- ~~◆ Collective Worship Policy~~
- ~~◆ RE policy~~
- ~~◆ PE policy~~
- ~~◆ Drug Education Policy~~
- ~~◆ Science Policy~~
- ~~◆ Relationship Education and RSE policy~~
- ~~◆ STEPS behaviour policy~~

Monitoring, Assessment, Evaluation and Reporting to Parents

We use three methods of monitoring and assessing learning within PSHE at F&B:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are

also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

- The PSHE Subject Leader monitors planning and undertakes classroom observations.
- PSHE is assessed at the end of every half term, using the SCARF 'End of Unit' assessment sheets, and data is collected termly on Arbor for SLT and the subject leader to analyse.
- Progress is reported to parents on the annual report and during parent evenings.

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.

Assessment is based on the teacher's (and other practitioners) own judgement based on observation of the children. This is done during Child Initiated Learning time (ChIL) as well as assessments from adult directed activities.

PSHE is assessed as part of the Personal, Social and Emotional Development (PSED) Area of Learning within the Foundation Stage Profile at the end of Year R as a summative assessment. There are three specific Early Learning Goals (ELGs) in which Year R children are assessed as part of this:

- Self Confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

On entry to Nursery and Reception and at the end of each term, assessments are also made for each child's attainment through the PSED Early Years Outcome statements which lead up to the ELGs.

In Key Stage 1 the teachers assess progress based on the key skills for each foundation subject. Each class is assessed against each SCARF theme throughout the year and children who need more support in a particular theme are recorded in green against that theme. This then enables the teachers and PSHE subject leader to monitor the vulnerable children within each class and to help support those children further in the next SCARF theme. These assessments are then passed onto the next teacher throughout both Key Stage 1 at Fawbert & Barnard and Key Stage 2 at Reedings.

Equal Opportunities

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people's contributions.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and

contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

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 in order to meet the learning outcomes.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Legislation and guidance linked to this policy:

- The **Children and Social Work Act 2017** made Relationships Education, Relationships and Sex Education (RSE), and Health Education mandatory in all English schools.
- The **Education Act 2002** requires schools to offer a balanced curriculum that fosters pupils' development and prepares them for later life. PSHE is a key way schools fulfill this requirement.
- The **Equality Act 2010** prohibits discrimination based on protected characteristics. PSHE policy should ensure inclusivity for all pupils, including those with SEND or from diverse faith backgrounds, and promote respect and equality.
- The **Education and Inspections Act 2006** places a duty on governing bodies to promote pupil wellbeing.
- The **Education (Independent School Standards) Regulations ~~2014~~ ~~2014~~ ~~2011~~?** require independent schools to provide PSHE and support pupils' spiritual, moral, social, and cultural development.

School Policies linked to this policy:

- Anti racist/ Racial Harassment Policy
- Behaviour Policy
- British Values
- Equal Opportunity and Inclusion Policy
- Multicultural Education Policy
- Collective Worship Policy
- RE policy
- PE policy
- Drug Education Policy
- Science Policy
- Relationship Education and RSE policy
- STEPS behaviour policy