

Simonside Primary School

Personal, Social and Health Education (PSHE) Policy



INTRODUCTION

At Simonside Primary School, we acknowledge that under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum. Our PSHE policy not only covers the statutory content required but also aims to address all aspects of Personal, Social, Health and Economic (PSHE) education provision for our pupils.

Legal Requirements of Schools

It is now a statutory requirement for primary schools to deliver PSHE and Relationships Education. The Department for Education (DfE) encourages schools to deliver Relationships and Sex Education (RSE) that ensures both boys and girls are prepared for the changes adolescence brings. This includes learning about the human life cycle, as set out in the National Curriculum for Science, including the conception and birth of a baby.

Please note that there is a separate RSE Policy which covers our intent, implementation, and impact in this curriculum area.

What Personal, Social, Health, and Economic (PSHE) Education (including Relationships Education) is:

Our PSHE education, including statutory Relationships and Health Education and non-statutory Sex Education, provides a framework for developing key skills, attributes and knowledge. This promotes positive behaviour, good mental health, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and have the skills to negotiate and assert themselves both now and in the future.

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. We have a comprehensive, thematic PSHE program built around a spiral curriculum, where recurring themes allow children to revisit and deepen their learning year after year.

A major focus of our PSHE curriculum is the development of oracy skills—the ability to communicate effectively and confidently through spoken language. We believe that developing strong oracy skills helps our pupils become effective communicators, equipping them with the confidence to express themselves clearly, engage in discussions and contribute thoughtfully in a range of situations. These communication skills will provide our children with the best opportunities in adult life, including success in further education, careers and their personal relationships. This focus on oracy is a key component of preparing our pupils for the future and for securing employment opportunities.

The program is designed to:

- Give pupils the knowledge and develop 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 maintaining good physical and mental health, supported by a safe and healthy lifestyle.
- Foster 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 become independent, curious problem-solvers.
- Understand how society works and the laws, rights, and responsibilities involved.

There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical in ensuring that children are effective learners.

How PSHE Education (including Relationships Education) is Provided and Who is Responsible for This

At Simonside Primary School, we use Coram SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. This scheme covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities. It also contributes to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme where necessary to meet the local circumstances of our school (e.g., we may use our local environment as the starting point for aspects of our work). Regular School Council meetings also play an important role in ensuring pupil voice across the school.

Our PSHE subject lead works in conjunction with teaching staff in each year group and phase leads (EYFS, KS1, and KS2) to ensure all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Intent

At Simonside Primary School, our intent is to provide a curriculum that enables all children to develop the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives. As a Gold-accredited Rights Respecting School, we are committed to ensuring that every child understands their rights, feels valued, empowered, and respected and is prepared for the opportunities, responsibilities and experiences of life in modern Britain.

Our curriculum, based on the SCARF Coram Life scheme, is a carefully sequenced spiral curriculum. All staff follow the same order across year groups to ensure that knowledge, skills and understanding are progressively built upon and revisited, helping children retain and apply learning confidently.

Our curriculum is designed to:

- Promote emotional wellbeing and positive mental health.

- Support children in building strong, respectful relationships, underpinned by an understanding of their rights and the rights of others.
- Encourage pupils to value diversity and show empathy and understanding towards others.
- Develop resilience, self-esteem, and a sense of belonging within a rights-respecting framework.
- Equip pupils with the skills needed to make informed, safe, and responsible choices—both online and offline.

We aim to nurture children who are confident to express themselves, able to manage challenges effectively, and ready to contribute positively to their community and the wider world, always understanding the importance of fairness, respect, and responsibility.

Implementation

Our PSHE curriculum is carefully planned and sequenced from Nursery to Year 6, building on prior learning and reflecting the needs of our pupils and community. Lessons are delivered through a combination of discrete PSHE sessions, cross-curricular links, and enrichment opportunities.

Key aspects of our implementation include:

- **Spiral curriculum approach:** Using the SCARF Coram Life scheme, all staff follow the same sequence of lessons across year groups. This ensures that skills, knowledge, and understanding are consistently built upon and revisited, so learning is reinforced and retained.
- **Progressive learning:** Each year group builds upon the previous, covering the six themed units—*Me and My Relationships*, *Valuing Difference*, *Keeping Safe*, *Rights and Respect*, *Being My Best*, and *Growing and Changing*—always with a focus on rights, respect, and responsibility.
- **Inclusivity and relevance:** Lessons are age and developmentally appropriate, inclusive, and responsive to current issues and the needs of our pupils, promoting equality and respect for all.
- **Whole-school approach:** PSHE and Rights Respecting principles are reinforced through assemblies, circle time, whole-school event and pupil voice activities such as the School Council.
- **Safe learning environment:** Children are encouraged to express opinions, ask questions, and explore viewpoints in a respectful and supportive setting that models rights-respecting behaviour.
- **Community links and visitors:** External professionals and local organisations enrich our curriculum, helping pupils make meaningful connections between their learning, their rights, and real-life experiences.

Impact

The impact of our PSHCE curriculum is reflected in the confident, thoughtful and caring attitudes of our pupils. Children at Simonside demonstrate respect for others, show empathy and understanding and are able to make responsible decisions guided by an awareness of their rights and the rights of others. They know how to stay safe, maintain their wellbeing, and seek support when needed.

We measure the impact of our curriculum through:

- **Documented learning:** Pupils' work is captured in floor books, showing their ideas, reflections, and responses to PSHE activities.
- **Summative assessment:** Teachers record children's knowledge and understanding using "I can" statements linked to each of the six SCARF themes. This provides a clear summative overview of progression across the curriculum.
- **Ongoing assessment and pupil voice activities:** Demonstrating pupils' understanding of their rights and responsibilities.
- **Observations of pupils' interactions, behaviour, and attitudes:** Showing respectful, rights-aware relationships.
- **Feedback from staff, parents and the wider community:** Highlighting the positive influence of rights-respecting practices.
- **Evidence in children's reflections and class discussions:** Illustrating growth in empathy, resilience, and moral awareness.

By the time children leave Simonside Primary School, they will have developed the resilience, confidence and moral awareness to thrive both in their next stage of education and as responsible, active, rights-respecting citizens in society.

What is Being Taught?

The Early Years Foundation Stage (EYFS)

In EYFS, PSHE education focuses on making connections and is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics and 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 activities, with children engaging in social activities as part of small groups or whole-school activities.

Key Stage 1 and 2

The **SCARF** programme divides the year into six themed units, which are taught at the same time across all year groups. These are:

1. **Me and My Relationships:** Feelings, emotions, conflict resolution, and friendships.
2. **Valuing Difference:** Respectful relationships and British values, including LGBTQ+ inclusivity.

3. **Keeping Myself Safe:** Keeping healthy and safe, including online safety and digital citizenship.
4. **Rights and Responsibilities:** Money, the wider world, and the environment.
5. **Being My Best:** Keeping healthy, developing a growth mindset (resilience), goal-setting, and achievement.
6. **Growing and Changing:** Understanding the human body, the changes 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. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are given opportunities to play, learn, and collaborate with their peers.

Within the **National Curriculum Science** in **Y2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to concepts of reproduction and growth, but not how reproduction occurs. In **Y5**, children are taught about human and animal life cycles, including reproduction and the physical changes that happen in humans from birth to old age (puberty).

Please see the **RSE Policy** for more information on how these topics are taught.

How PSHE Education (including Relationships Education) is Taught

PSHE lessons are taught by class teachers once a week throughout the year. The lessons are delivered in mixed-sex groupings using a range of interactive teaching methods, including activity sheets, films, songs, online games, and drama techniques.

To create a safe learning environment, a group agreement is established at the beginning of lessons or topics. This includes a confidentiality statement understood by both adults and children. Teachers will use distancing techniques and an anonymous question box to encourage open discussion. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's **Safeguarding Policy**.

How PSHE Education is Assessed, Monitored, and Evaluated

Curriculum Assessment Arrangements

- **EYFS:** Children are assessed against the **EYFS Framework** for personal, social, and emotional development. Staff carry out day-to-day assessments and summative assessments at the end of the Reception year.
- **Key Stages 1 and 2:** PSHE skills, such as critical thinking, assertiveness, and decision-making, are assessed using **SCARF's Summative Assessment** tools. These assessments are used alongside lesson objectives to track the progression of both skills and knowledge.

Monitoring Teaching and Learning

- **Floor Books:** All year groups document their PSHE teaching and learning in class floor books, which serve as a record of children's learning journeys and reflections. These are used to assess the broader impact of PSHE education across the school.
- **Lesson Observations:** Observations will be conducted to assess the effectiveness of PSHE teaching, including the use of SCARF resources and the overall learning environment.
- **Staff and Pupil Discussions:** Regular discussions with staff and pupils will inform improvements to teaching and learning.
- **Learning Walks:** Walk-throughs during PSHE lessons will allow staff to observe how PSHE is integrated into school life.

How the Delivery of the Content Will Be Made Accessible to All Pupils

It is not the school's policy to withdraw pupils with special educational needs from PSHE education. These aspects of personal and social development are as important as academic achievement. Content will be adapted, and extra support provided where necessary, to ensure that all pupils develop key PSHE skills and attributes.

Dissemination of the Policy

This policy is made available to parents, teachers, school staff and governors through the school website. Printed copies or copies in other languages/formats are available upon request from the school office.

Sources of Further Information

This policy has drawn on:

- **Relationships Education, RSE, and Health Education Guidance** (DfE, 2019)
- **Creating a PSHE Education Policy for Your School** (PSHE Association, 2018)
- **Sex and Relationships Education for the 21st Century** (Brook, Sex Education Forum, PSHE Association, 2011)
- **Keeping Children Safe in Education** (DfE, 2023)
- **School's Safeguarding/Child Protection Policy**
- **School's Anti-Bullying, Equality, Diversity, and Inclusion Policies**

Useful Resources/Appendix

- **SCARF – Policy and Planning:** Templates, curriculum mapping, and assessment tools (available online)
- **Coram Life Education** Online Teaching Resources
- **PSHE Association** Policy Guidance and Assessment Guides

Date: September 2025

