**Stalmine Primary School**

 **PSHE Policy**

**September 2023**

**Aims**

1. To promote the personal development and well-being of all pupils, fostering resilience, self-esteem, and positive mental health.

2. To equip pupils with the knowledge, skills, and understanding necessary to make informed decisions about their health, relationships, and personal safety.

3. To develop pupils’ understanding of the wider world, promoting cultural awareness, tolerance, and respect for diversity.

4. To prepare pupils for the challenges and responsibilities of adult life, including financial literacy and employability skills.

5. To foster positive relationships and communication within our school community, promoting a safe and inclusive environment.

6. To promote the British fundamental values.

**Vision**

Within our small rural primary school, we envision a PSHE curriculum that fosters the holistic development of every child, empowering them to become confident, resilient, and responsible individuals who positively contribute to their local and global communities.

Our vision is to create a safe, inclusive, and nurturing environment where pupils feel valued and respected, enabling them to explore and express their thoughts, opinions, and emotions freely. We strive to foster a culture of understanding, empathy, and acceptance, celebrating diversity and promoting equality for all. PSHE at Stalmine Primary School forms an important part of pupils’ spiritual, moral, social and cultural education.

Through our PSHE curriculum, we aim to equip our pupils with the necessary knowledge, skills, and attitudes to make informed decisions about their physical and mental well-being, enabling them to lead healthy and balanced lives. We will provide opportunities for pupils to develop essential life skills, including critical thinking, problem-solving, decision-making, and effective communication.

We recognise the importance of developing positive relationships and promoting respectful interactions amongst our pupils. Our PSHE curriculum will emphasise the values of kindness, compassion, and cooperation, encouraging pupils to build healthy friendships, resolve conflicts peacefully, and develop positive self-esteem.

As a rural school, we value the connection between our pupils and the natural environment. Our PSHE curriculum will encourage pupils to develop a sense of responsibility towards the environment, fostering their understanding of sustainability, conservation, and the impact of human actions on the world around them.

By embedding the principles of PSHE into the fabric of our school, we aspire to empower our pupils to become active citizens who respect and value the rights of others. We will encourage them to make positive contributions to their local community through volunteering, fundraising, and engaging in social action projects.

In conclusion, our vision for PSHE is to provide a comprehensive and relevant curriculum that equips our pupils with the knowledge, skills, and attitudes necessary to thrive in an ever-changing world. By nurturing their personal, social, health, and economic development, we aim to empower them to become responsible, resilient, and compassionate individuals who positively impact their communities and beyond.

**Curriculum: PSHE Programme of Study**

At Stalmine Primary School, we use the Coram Life Education (SCARF) as a basis for our PSHE lessons. SCARF is mapped to the National Curriculum and PSHE Association programmes of study. The flexible planning tool allows us to personalise the programme and tailor it to the individual needs of our pupils. We have devised a scheme of work linked to half-termly themes which cover the requirements of the statutory framework. Within the programme of work there is clear progression which is planned to build on previous learning from EYFS to Year 6 (see our curriculum plan).

The SCARF framework provides a whole school approach to PSHE throughout all year groups. Teachers use the planning tool to help them build a programme to match pupils’ needs and to deliver high-quality lessons and learning opportunities.

The SCARF values (Safety, Caring, Achievement, Resilience and Friendship) reflect those of different faiths and also help to promote children’s spiritual, moral, social and cultural development (SMSC).

The three strands of PSHE are: Relationships, Health and Well-being and Living in the Wider World.

These strands cover the following areas: Health Education, Relationship Education, Drug, Alcohol and Tobacco Education, Finances and Career Education, Anti-Bullying, Online Safety, Rights and Responsibilities, Emotional Well-being, Difference and Diversity, Risk Taking, Community and Caring for the Environment.

**SEND, Inclusion, Equality and Diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. Adaptive teaching reflects the ability, age, development and cultural backgrounds of our pupils to ensure that all can fully access the PSHE provision.

We teach PSHE to all pupils regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties (see SEND policy). Resources and materials used during lessons are sensitive to the needs and backgrounds of the children and do not reflect gender, cultural, race or disability stereotypes (Equality Act 2010).

Staff will ensure that no judgement will be passed on the lifestyle and choices made by others. We respect pupils’ individual needs and provide learning that is suitable to their level: taking into account the age, maturity and emotional capacity of each pupil.

If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure as outlined in the Safeguarding Policy.

**Early Years Foundation Stage (EYFS)**

Within the EYFS, Personal, Social and Emotion Development (PSED) is a key area of learning and an integral aspect of daily planning, teaching and learning. It is split into 3 strands: Making Relationships, Self-confidence and Self Awareness and Managing Feelings and Behaviour. The class teacher plans learning around these different strands and links this planning in with objectives and activities from the Coran Scheme of Work.

Children access PSHE lessons and discuss topics/themes which are appropriate for their age and level. PSED is a fundamental building block in a child’s development and underpins the whole curriculum.

**Key Stage 1 and 2**

Within Key Stage 1 and 2, PSHE lessons are generally more structured and taught in-line with the Coram Scheme of Work. Children are provided with numerous opportunities to form and share opinions, value difference, recognise feelings and emotions as well as identify what constitutes a healthy relationship.

**Assessment, Recording and Reporting**

Teachers assess the children’s work in PSHE by making informal judgements as they work with, listen and observe them during lessons. Teachers have clear expectations of what the pupils need to know, understand and be able to do at the end of each key stage. They assess work against specific learning objectives from the National Curriculum. They are aware of next steps to offer pupils challenge within PSHE.

The subject leader will monitor PSHE teaching and learning through:

- Inspection of class floorbooks where pupils record their work in PSHE.

- Pupil and staff interviews.

- Lesson observations.

**Roles and Responsibilities**

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| Governing Body | The governing body will approve the PSHE policy and will hold the Head Teacher to account. |
| The Head Teacher | The Head Teacher is responsible for ensuring that PSHE is taught in a way which builds on previous skills. |
| PSHE Subject Lead | It is the role of the subject leader to monitor the teaching and learning which takes place in PSHE. This will be done through discussions with staff and pupils in addition to scrutiny of work. It is also the role of the subject leader to regularly evaluate the effectiveness of the scheme of work to ensure the needs of pupils are being fully met. |
| Class Teachers | Class teachers are responsible for planning and teaching the PSHE curriculum. They should liaise closely with the subject leader to give feedback regarding the scheme of work. |
| Pupils  | Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. |
| Visitors | At Stalmine School, we welcome visitors who may come in to support the delivery of the PSHE curriculum. Visitors will work closely with the class teachers and subject leader to discuss the content and delivery of sessions. |

**Equal Opportunities**

Delivery of the PSHE curriculum will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. This is in-line with our Equality Policy.

**Complaints Procedure**

Any complaints or concerns about the PSHE curriculum should be made to the class teacher in the first instance. Parents can choose to follow the Stalmine Primary School complaints procedure if they feel things are not resolved.

**Monitoring arrangements**

The delivery of PSHE is monitored termly by the Subject Lead, for example, planning scrutinies, learning walks, floorbook inspections and lesson observations. Pupils’ development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Subject Lead every two years.

At every review, the policy will be approved by the staff, governing body and the parents or carers.

**14. Further policies and documents**

In conjunction with this policy, please also see:

- Behaviour policy and procedures

- Safeguarding and Child Protection policy

- Anti-bullying policy and procedures

- Mental health and wellbeing policy

- Online safety policy

- Equality Policy

- Keeping Children Safe in Education

- Education for a Connected World

- DfE Parent Advice

-DfE Statutory Guidance for Relationships and Sex Education.

**Date:** September 2023 **Review:** September 2025