



Bolton-le-Sands C of E Primary School

With God at the centre, we reach out to support each other in learning, growth and community.

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

MISSION STATEMENT

At Bolton-le-Sands Church of England Primary School, we believe that God is at the centre of all we aim to do. It is our goal to ensure that all members of our school community are given the opportunity to get to know God and thank Him for His goodness to us. We are the village school and are at the heart of this village community, all members of this community are made welcome at our school because, it is our faith that, **“with God at the centre, we reach out to support each other in learning, growth and community.”**

OUR PHILOSOPHY

The PSHE Association says that ‘PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work’. At Bolton-le-Sands Church of England Primary School, we believe that God and our Christian Values are at the centre of all we aim to do and these are firmly embedded within our teaching and learning. Within our PSHE programme, we provide our children with the tools to enable them to flourish academically, emotionally and spiritually.

This policy is to be read in conjunction with our Relationships, Health and Sex Education (RSE) Policy as PSHE forms part of RSE.

STATUTORY REQUIREMENTS

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

AIMS

The aims of PSHE at Bolton-le-Sands Church of England Primary School are to:

- Ensure PSHE is part of a child’s broad, balanced curriculum;
- Deliver the new statutory guidance for Relationships and Health Education through the wider PSHE curriculum;
- Create a positive atmosphere where everyone feels confident to contribute and work together in making our school a happy and safe place;
- Develop confidence, resilience and knowledge;
- Encourage individuals to understand the importance of respecting others and accepting everyone in a diverse society, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian Values;
- Encourage personal reflection on views, beliefs and choices;
- Prepare children with the knowledge about the world we live;

- Deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best;

HOW WILL IT BE COVERED?

PSHE is taught through:

- Discrete curriculum time
- School values
- Christian values
- Behaviour for learning, including zones of regulation
- Collective Worship
- Other subject/curriculum areas such as Relationships and Health Education, Physical Education, Science and Computing
- School Council
- Activities and school events such as school visits or visitors to the school
- CORAM SCARF programme – this programme provides information which is easy to understand and covers all aspects of PSHE and RSE. Teachers are encouraged to follow the themes of their scheme of work but are not to be constrained by them. It is up to each teacher to use their professional judgement to consider the needs of their class in each PSHE/RSE lesson. Bolton-le-Sands follows SCARF whole school termly themes (see appendix 1) and below;
 - Me and my relationships
 - Valuing difference
 - Keeping myself safe
 - Rules, rights and responsibilities
 - Being my best
 - Growing and changing

STAFF

All class teachers deliver PSHE education within accordance of this policy. The subject leader, alongside the Senior Leadership Team, is responsible for the management of this policy. This policy has been reviewed by the Senior Leadership Team and Governing Body.

ASSESSMENT AND MONITORING

Planning and assessment should be carried out in line with the whole school planning and monitoring procedures. PSHE lead will evaluate the cycle of teaching, alongside staff, to ensure there is a broad and balanced coverage.

A range of monitoring tools is used by the subject leader which will pay attention to consistency of approach, keeping to the curriculum overview and engagement of pupils and ensuring that children are receiving quality PSHE teaching through sequences of lessons by following a structured curriculum overview that is tailored to the needs of our pupils. The monitoring and assessment approaches used include monitoring of any class books or journals, learning walks or pupil conferencing.

TRAINING

Staff are trained on the delivery of PSHE by the PSHE subject leader, the Headteacher/DHT, and trained professionals where appropriate (e.g. Coram Life Education leaders)

The Headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

PARENTAL INVOLVEMENT

At Bolton-le-Sands Church of England Primary School, we are committed to working with parents and are aware that the primary role in children's personal, social and health education lies with parents and carers. We want to build upon the positive and supportive relationship we have with our parents by developing mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's PSHE policy and practice on request or through the school website;
- Answer any questions that parents may have about the education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for personal, social and health education in the school.

SAFEGUARDING

As there may be sensitive issues raised in PSHE/Values, there may be opportunities for pupils to make unexpected disclosures to staff. All staff are familiar with the safeguarding policy and are aware of who is the designated Child Protection Lead (DSL) and back up DSL. If a disclosure is made or if staff need advice they will consult with the designated leader immediately.

CONSULTATION OF PSHE

The way in which PSHE is to be delivered and the subject content was drawn up in consultation with a working party of representatives of the whole school community. Working party members included teaching staff, support staff, Governors and parents.

Louise Huck
PSHE Lead
November 2020

Review date November 2023

PSHE CURRICULUM COVERAGE

PSHE/RSE curriculum yearly overview							
Term SCARF units	EYFS	KS1		LKS2		UKS2	
		Cycle A Year 1	Cycle B Year 2	Cycle A Year 3	Cycle B Year 4	Cycle A Year 5	Cycle B Year 6
Autumn 1 Me and My Relationships DfE category: Family and people who care for me, Respectful relationships, caring friendships	All about me Getting bigger My feelings My feelings 2 What makes me special	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thanks Friends are special	An email from Harold! OK or not OK? (part 1) OK or not OK? (part 2) Human machines Different feelings When feelings change Under pressure	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle
Autumn 2 Valuing Difference DfE category: Respectful relationships	Me and my special people Who can help us I'm special, you're special Same and different Same and different families People who keep me safe	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Can you sort it? T Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes
Spring 1 Keeping myself safe DfE category: Being safe, Respectful		Healthy me Super sleep Who can help? Harold loses Geoffrey What could Harold do?	Harold's picnic How safe would you feel? What should Harold say? I don't like that!	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: Super Searcher	Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label	'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Would you...?	Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...?

relationships, Online relationships		Good or bad touches	Fun or not? Should I tell? Some secrets should never be kept	None of your business! Raisin challenge (1) Help or harm?	Know the norms (formerly Tell Mark II) Keeping ourselves safe Raisin challenge (2)	Drugs: true or false? Smoking: what is normal? Would you risk it?	Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)
Spring 2 Rights and Responsibilities DfE category: Being safe	Kind and caring Kind and caring 2	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain - law
Summer 1 Being my best DfE category: Being safe		I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid	Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities Basic first aid	Five Ways to Wellbeing project This will be your life! This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid
Summer 2 Growing and changing DfE category: Respectful relationships, Online relationships, Being safe Sex Education content	Seasons Life stages – plants, animals, humans	Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private	A helping hand Sam moves house Haven't you grown! Respecting privacy Basic first aid	Relationship Tree Body space Secret or surprise? Basic first aid	Moving house My feelings are all over the place! All change! Period, positive Secret or surprise? Together	How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here! It could happen to anyone	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV? Stop, start, stereotypes

SCARF MATERIALS – Lesson Plan Learning Outcomes

