

# Nutgrove Methodist Primary School

## Personal, Social and Health Education Policy



Written by:	Mrs Taylor – Head of School, PSHE lead
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Next Review Date:	Summer 2028

## **Mission Statement**

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse *For I know the plans I have for you,* declares the Lord, *plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.*

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

## **Safeguarding Statement:**

At the Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

## **1 Introduction**

**1.1** At Nutgrove Methodist Primary School we believe that Personal, Social and Health Education helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Our PSHE education programme promotes, and is underpinned by our school vision of:

For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

At Nutgrove Methodist Primary School, we pride ourselves on offering all of our pupils a safe, calm, happy and nurturing learning environment so children can learn effectively, enabling them to access the full breadth of our curriculum offer and ultimately reach their full potential. PSHE contributes significantly to this. We recognise our school context and want children to leave us with a strong moral and spiritual compass; respecting and celebrating diversity and promoting resilience, care and individuality. We hold high aspirations for all our pupils and want them to grow into successful and responsible adults of the future. As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: love, hope and respect, justice, forgiveness, thankfulness, generosity, self-control and honesty. We explore these values in a variety of ways through story, assemblies, our PSHE curriculum and in all our day-to-day interactions.

## **2 Aims and Objectives**

**2.1** We aim that through the PSHE curriculum our pupils will:

- Develop self-confidence and self-responsibility
- Develop the skills of perseverance and resilience
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Learn to respect and celebrate the differences between people and develop an understanding of the equalities act
- Understand the British Values and how these can be implemented
- Be independent and responsible members of the school community
- Be able to work as part of a team and collaborate effectively with others
- Be positive, active and aspiring members of a democratic society
- Develop spiritually, morally, culturally, mentally and physically
- To meet and go beyond the statutory relationships education and health education guidance

**2.2** We intend to achieve these aims through:

- Working within our Trust ethos and values

- A school ethos that promotes the values of love, hope and respect, justice, forgiveness, thankfulness, generosity, self-control and honesty.
- Embracing the worth and contribution of all individuals in the school community and promoting self-respect and respect for others.
- One discrete PSHE lesson per week.
- Cross curriculum teaching with other subjects i.e. R.E., Science and Computing
- Special school events and extra- curricular activities including residential visits, visiting speakers, whole school charity days and a school council
- Collective Worship and Celebration Assembly
- Indirect teaching as situations arise
- Parent/School agreements
- Crucial Crew visits
- Use of 'No Outsiders' and 'Think Equal' programmes to support understanding of the equalities act
- Regular revisiting of British Values and how this is lived out

### **2.3 Statutory Requirements:**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

We must teach health education under the same statutory guidance

## **3 Teaching and Learning Style**

**3.1** All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow pupils to explore issues through school and community involvement and in a way that is challenging and relevant to their lives, and within the agreed school ethos and values.

**3.2** The purpose of each lesson is made clear, and teachers foster appropriate behaviour for learning through a shared learning ethos and ground rules.

**3.3** Appropriate learning experiences are planned and meet the needs of all the children in the class through adaptive teaching approaches.

**3.4** The staff ensure that all children have an equal opportunity to develop their potential within PSHE, regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

**3.5** Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding e.g. drama, consensus placemats, role play, discussion and debate. Time is given for pupils to reflect, consolidate and apply their learning, and pupils are questioned in order to deepen understanding and to challenge.

**3.6** Teachers have responsibility to ensure the safety and welfare of pupils and attention is given to developing a safe and secure classroom climate. The teaching of PSHE is in-line with the child protection policy.

**3.7** PSHE has two main elements:

• **Personal and social skills and attitudes:** learning to manage emotions; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference and diversity with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse, learning how to negotiate, compromise and work with others; developing critical thinking as part of decision-making, exploring and understanding moral dilemmas; developing resilience in order to bounce back from difficult situations and learning from mistakes.

• **Knowledge and understanding:** knowing about feelings in ourselves and others, and how to control these; knowing about how to keep our bodies and minds healthy; knowing about drugs and alcohol; knowing that we have lots of different relationships and how to deal with disputes; knowing where/who to go to for help and support.

**3.8** Celebration of achievement contributes to building pupils' self-esteem, develops a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride. It directly reinforces our values of love, hope and respect, justice, forgiveness, thankfulness, generosity, self-control and honesty.

Achievement is celebrated in a variety of ways:

- In class as appropriate
- In Friday Celebration assemblies
- Celebrating achievements in lessons through positive praise and showing senior leaders work

**3.9** Relationships at Nutgrove Methodist Primary School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.

## **4 PSHE Curriculum Planning**

**4.1** At Nutgrove Methodist Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It 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, as well as contributing to different subject areas in the National Curriculum.


**4.2** 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. The school council are also consulted as part of our planning, to ensure pupil voice in considered and fed into the planned programme.

**4.3** Our PSHE subject lead works in conjunction with teaching staff in each year group (EYFS, KS1 and KS2) and is responsible for ensuring that 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. Any teacher wanting further support should contact the PSHE 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. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

**4.4** We have chosen SCARF as our PSHE 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 the school. Assessment is completed by the class teacher using the SCARF Summative Assessment ‘I can...’ statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### 4.5 What is being taught

 <b>Nutgrove Methodist Primary School – PSHE/RSHE Curriculum Overview</b>						
Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>SMSC</b>	Social Moral	Cultural Spiritual	Social Moral Cultural	Moral Social	Spiritual	Social Cultural
<b>Fundamental British Values</b>	Rule of law Mutual respect Tolerance Individual liberty Democracy	Tolerance Democracy	Rule of law Individual liberty	Rule of law Mutual respect	Tolerance Individual liberty	Mutual respect Individual liberty
<b>Reception</b>	<ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings</li> </ul>	<ul style="list-style-type: none"> <li>I'm special, you're special</li> <li>Same and different</li> <li>Same and different families</li> <li>Same and different homes</li> <li>I am caring</li> <li>I am a friend</li> </ul>	<ul style="list-style-type: none"> <li>What's safe to go onto my body</li> <li>Keeping myself safe</li> <li>Safe indoors and outdoors</li> <li>Listening to my feelings</li> <li>Keeping safe online</li> <li>People who help to keep me safe</li> </ul>	<ul style="list-style-type: none"> <li>Looking after my special people</li> <li>Looking after my friends</li> <li>Being helpful at home and caring for our classroom</li> <li>Caring for our world</li> <li>Looking after money</li> </ul>	<ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating</li> <li>My healthy mind</li> <li>Move your body</li> <li>A good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages – plants, animals and humans</li> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body – boys and girls</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>Feelings</li> <li>Getting help</li> <li>Classroom rules</li> <li>Special people</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Recognising, valuing and celebrating difference</li> <li>Developing respect and accepting others</li> <li>Bullying and getting help</li> </ul>	<ul style="list-style-type: none"> <li>How our feelings can keep us safe – including online safety</li> <li>Safe and unsafe touches</li> <li>Medicine Safety</li> <li>Sleep</li> </ul>	<ul style="list-style-type: none"> <li>Taking care of things:</li> <li>Myself</li> <li>My money</li> <li>My environment</li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Healthy eating</li> <li>Hygiene and health</li> <li>Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Getting help</li> <li>Becoming independent</li> <li>My body parts</li> <li>Taking care of self and others</li> </ul>

Y2	<ul style="list-style-type: none"> <li>Bullying and teasing</li> <li>Our school rules about bullying</li> <li>Being a good friend</li> <li>Feelings/self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Being kind and helping others</li> <li>Celebrating difference</li> <li>People who help us</li> <li>Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>Safe and unsafe secrets</li> <li>Appropriate touch</li> <li>Medicine safety</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Self-regulation</li> <li>Online safety</li> <li>Looking after money – saving and spending</li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Looking after my body</li> <li>Hygiene and health</li> <li>Exercise and sleep</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> <li>Dealing with loss</li> <li>Being supportive</li> <li>Growing and changing</li> <li>Privacy</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Rules and their purpose</li> <li>Cooperation</li> <li>Friendship (including respectful relationships)</li> <li>Coping with loss</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and respecting diversity</li> <li>Being respectful and tolerant</li> <li>My community</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk</li> <li>Decision-making skills</li> <li>Drugs and their risks</li> <li>Staying safe online</li> </ul>	<ul style="list-style-type: none"> <li>Skills we need to develop as we grow up</li> <li>Helping and being helped</li> <li>Looking after the environment</li> <li>Managing money</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy and well</li> <li>Celebrating and developing my skills</li> <li>Developing empathy</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing bodies and puberty</li> <li>Keeping safe</li> <li>Safe and unsafe secrets</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Listening to feelings</li> <li>Bullying</li> <li>Assertive skills</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and celebrating difference (including religions and cultural difference)</li> <li>Understanding and challenging stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk</li> <li>Understanding the norms of drug use (cigarette and alcohol use)</li> <li>Influences</li> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Making a difference (different ways of helping others or the environment)</li> <li>Media influence</li> <li>Decisions about spending money</li> </ul>	<ul style="list-style-type: none"> <li>Having choices and making decisions about my health</li> <li>Taking care of my environment</li> <li>My skills and interests</li> </ul>	<ul style="list-style-type: none"> <li>Body changes during puberty</li> <li>Managing difficult feelings</li> <li>Relationships including marriage</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Feelings</li> <li>Friendship skills, including compromise</li> <li>Assertive skills</li> <li>Cooperation</li> <li>Recognising emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and celebrating difference, including religions and cultural</li> <li>Influence and pressure of social media</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk, including online safety</li> <li>Norms around use of legal drugs (tobacco, alcohol)</li> <li>Decision-making skills</li> </ul>	<ul style="list-style-type: none"> <li>Rights and responsibilities</li> <li>Rights and responsibilities relating to my health</li> <li>Making a difference</li> <li>Decisions about lending, borrowing and spending</li> </ul>	<ul style="list-style-type: none"> <li>Growing independence and taking responsibility</li> <li>Keeping myself healthy</li> <li>Media awareness and safety</li> <li>My community</li> </ul>	<ul style="list-style-type: none"> <li>Managing difficult feelings</li> <li>Managing change</li> <li>How my feelings help keeping safe</li> <li>Getting help</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Cooperation</li> <li>Safe/unsafe touches</li> <li>Positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and celebrating difference</li> <li>Recognising and reflecting on prejudice-based bullying</li> <li>Understanding Bystander behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Understanding emotional needs</li> <li>Staying safe online</li> <li>Drugs: norms and risks (including the law)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding media bias, including social media</li> <li>Caring: communities and the environment</li> <li>Earning and saving money</li> <li>Understanding democracy</li> </ul>	<ul style="list-style-type: none"> <li>Aspirations and goal setting</li> <li>Managing risk</li> <li>Looking after my mental health</li> </ul>	<ul style="list-style-type: none"> <li>Coping with changes</li> <li>Keeping safe</li> <li>Body Image</li> <li>Sex education</li> <li>Self-esteem</li> </ul>

## 4.6 EYFS, 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.

## 4.6 How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher or HLTA 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.

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. This includes a confidentiality statement understood by adults and children. 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.

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

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## **5. Parental concerns and withdrawal of students**

**5.1** Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

**5.2** Before granting a request to withdraw a child/ren, the head of school will invite the parent/carer to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head of school will discuss with the parent/carer the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the

child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

**5.3** Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Further information for parents can be found in Appendix 1.

## **6. How the delivery of the content will be made accessible to all pupils**

**6.1** 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.

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.

**6.2** 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.

## 7. Protected characteristics and British Values

7.1 The Equality Act came into force from October 2010 providing a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of these characteristics, Age, Gender reassignment, marriage, and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, disability. These are called 'protected characteristics', and Nutgrove Methodist has a duty of care to protect all pupils from discrimination or harassment, and ensure the PSHE curriculum helps individuals understand, and promote these characteristics. Nutgrove Methodist also actively promotes our values, respect for yourself, respect for each other, and respect for the environment in PSHE and Assemblies. Key events are also celebrated such as Black History month, Hello Yellow day etc.



7.2 At Nutgrove Methodist Primary School, alongside our Christian values, we actively promote fundamental British values which complement our Christian values and ethos. The school reflects British Values in all that we do.

We reinforce and promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

We ensure children leave our school prepared for life in modern Britain. We want to enable our children to develop a sense of community and begin to develop their understanding of their roles and responsibilities within it.

Nutgrove Methodist Primary School promotes the spiritual, moral, social and cultural (SMSC) development of our children. Children are actively encouraged to regard people of all faiths, cultures and religions with respect and tolerance.

**7.3** At Nutgrove Methodist, we uphold the British Value of DEMOCRACY by:

- Facilitating a democratic process for eliciting our school Council members

We uphold the British Value of RULE OF LAW by:

- School's Behaviour Policy
- Implementing our procedures for dealing with bullying issues (Anti-Bullying Policy) and rare incidents of racial, homophobic and other forms of discrimination. We demonstrate to our children that we take these issues seriously, mirroring the attitudes of British society
- Acknowledging those that follow rules and do the right thing - Star of the Week certificates, Christian Values Champion certificates, attendance and punctuality rewards, Dojos, Mrs Taylor's Kindness Award, good work awards,

We uphold the British Value of TOLERANCE by:

- Promoting our school values
- Promoting different languages
- Anti-Bullying Policy
- Celebrating our differences on Odd Socks Day each year
- Teaching about different cultures and religions in RE

We uphold the British Value of INDIVIDUAL LIBERTY by:

- Encouraging children to make choices knowing they are in a safe and supportive environment
- Encouraging children to know, understand and exercise their rights
- Providing extracurricular activities which offer equal opportunities
- Holding discussions in RE and other lessons which allow children to develop respect for opinions, values and beliefs of others

We uphold the British Value of MUTUAL RESPECT by:

- Promoting our school values
- Promoting equality (Equality Act 2010)
- Our charity work
- Participating in community events such as Remembrance Day

## **8 Assessment and Recording**

**8.1** In PSHE education there are two broad areas for assessment:

1. Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
2. How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

**8.2** The principles of assessment for learning underpin our policy and practice. We aim to improve learning by actively involving pupils in their own learning. Clearly defined learning outcomes assist the assessment process.

**8.3** We use three methods of monitoring and assessing learning within PSHE at Nutgrove Methodist Primary School:

### **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.

### **PSHE Floorbooks**

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.

Teachers collect evidence of learning to make a judgement about pupil's progress in the floorbooks. This evidence might include:

- mind-mapping
- presentations
- observation of a group discussion or group task
- written evidence/Write and Draw
- interview
- Visitors' views
- Teachers' Views
- Debates

**8.4** Assessment should offer the children the opportunity to reflect on their own progress. It is never a judgement on the worth, personality or value of an individual pupil.

## **9 Links to Other Policies**

**9.1** Other whole school policies contribute to the PSHE development of pupils. In particular:

- Online Safety and Safeguarding
- RE
- Behaviour
- Anti-Bullying

## **10 Roles and Responsibilities**

### **10.1 The governing board**

The Local Advisory Board will approve the PSHE policy and hold the Head of School to account for its implementation.

### **10.2 Senior Leaders**

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

### **10.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **10.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **11 Monitoring and Review**

**11.1** Monitoring the standards of children's work and the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of PSHE and provide a strategic lead and direction for the subject in school.

## **12 Policy Review**

**12.1** This policy has been produced and will be kept under review by PSHE subject lead.

**Reviewed: Autumn 2025**

**Next Review Date: Summer 2028**

## Useful resources

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

### **PSHE Association PSHE Policy Guidance**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



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If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.