



Silsden Primary School  
Personal, Social, Health and  
Economic Education  
(PSHE)  
POLICY 2023-24

## **Introduction**

The Governments review of Personal, Social, Health and Economic education (PSHE) advised that the subject would remain non statutory. During this review no new programmes of study were introduced by the DFE, however in section 2.5 of the national curriculum says that all state schools:

*'should make provision for personal, social, health and economic education (PSHE), drawing on good practice. In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

*The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to personal development, behaviour, welfare and safeguarding.*

## **Aims**

PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work. At Silsden, we believe that PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

## **Programme of Study**

Silsden Primary School follows the Coram Education SCARF Curriculum which stands for Safety, Caring, Achievement, Resilience and Friendship and provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools allowing the school to embed a comprehensive PSHE and Wellbeing programme throughout the school. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

### **Lessons are taught under the following headings:**

- **Me and My Relationships**  
Includes Feelings, Emotions, Conflict Resolution and Friendship
- **Valuing Difference**  
Includes British Values Focus
- **Keeping Myself Safe**  
Includes Relationship Education, Aspects of Safe Internet Use and Drugs
- **Rights and Responsibilities**  
Includes Money, Living in the Wider World/Environment
- **Being My Best**  
Includes Keeping Healthy, Growth Mind-Set, Goal Setting and Achievement
- **Growing and Changing**  
Includes RSE related issues

This curriculum is further boosted by the unique and inspirational visits of the SCARF specialists who help to promote high standards of behaviour, safety, wellbeing and achievement.

Our ethos and PSHE curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

### **Delivery of the Curriculum**

A range of teaching strategies will be used as appropriate.

These will include:

- Circle time
- Role play
- Visitors
- Stories
- Discussion: Whole class, small group, 1:1
- Creative and pupil-initiated activities

Discrete PSHE lessons are timetabled along with PSHE being taught at specific events, activities and through weekly circle time, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion and our celebration assemblies. We offer children the opportunity to hear visiting speakers, such as health workers, police, representatives from the local church and other faiths, whom we invite into the school to talk about their role in creating a positive, supportive and diverse local community. In the Foundation Stage PSHE and citizenship work is closely linked to the objectives set out in Development Matters. In Key Stage 1 and Key Stage 2, teachers will

choose the method most appropriate for their whole class to meet the objectives of the lesson.

## **Learning Outcomes**

### **By the end of Key Stage 1 Pupils will be able to:**

- Recognise and name the main external parts of the bodies of humans and why it is important to keep parts of their body private.
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations including those encountered online.
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers (both on and offline) and for resisting pressure when they feel uncomfortable or at risk.

### **Pupils will know and understand:**

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring, and these grow into adults
- The basic rules for keeping themselves safe and healthy (both on and offline)
- About safe places to play and safe people to be with (both on and offline)
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

### **Pupils will have considered:**

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people (both on and offline).

### **By the end of Key Stage 2 Pupils will be able to:**

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences

- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact and know ways of resisting it.

#### **Pupils will know and understand:**

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- That safe routines can stop the spread of viruses including HIV
- The physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved (including online)
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable (both on and offline)
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

#### **Pupils will have considered:**

- The diversity of lifestyles
- Others' points of view, including their parents' or carers'
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships.
- The need for caution when communicating online in terms of personal respectful behaviour and not being drawn into developing relationships with strangers
- The need to never give personal information to a stranger online.

#### **Cross Curricular Links**

Links are made with PSHE in other curriculum areas as appropriate e.g. R.E., P.E., ICT Science, Geography and in topic planning.

#### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating

achievement. Children will be rewarded in line with school policy e.g. house points, stickers, marbles, certificates in celebration assembly and special event assemblies.

### **Monitoring and Evaluation**

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE Subject Leader and kept in the PSHE subject leadership file. When budget allows and training needs arise staff will attend courses etc. to keep up-to-date with current developments. The PSHE subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

### **Equal Opportunities**

Provision for PSHE is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.

### **Parental and Community Involvement**

Parents are invited to join in events in school, such as assemblies, workshops or specific events on relevant themes. Parents are regularly informed of events and developments from newsletters. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement. There will also be links with local businesses and councillors, as part of the work in Citizenship and promotion of British Values. We also work closely with the local church and strong links with clergy from our local parishes. We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for the children of Silsden Primary School.

Signed:

Dated:

Chair of Governors