



PSHE policy

Responsibilities

Status	Non-statutory
Review cycle	Every three years
Key school staff member & role	Sarah Griffey – Head of Secondary
Policy written / reviewed	August 2024
Ratified by the governing body	September 2024
Next review due	July 2027

Version control details

Version number	Date of version	Details of updates, changes or review
1.0	September 2024	Reviewed, updated and rebranded



ROWHILL SCHOOL

PSHE policy

1. How this Policy was developed

This policy was written by Mrs Sarah Griffey (PSHE Lead) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Rowhill School.

We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born. See separate Relationship & Sex Education policy.

Health Education is also statutory in all schools.

We at Rowhill school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

3. 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, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied.

This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.



ROWHILL SCHOOL

PSHE policy

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. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this?

At Rowhill school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. This can be provided upon request. 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.



ROWHILL SCHOOL

PSHE policy

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 is considered and fed into the planned programme.

Our PSHE subject lead, Mrs Sarah Griffey, works in conjunction with teaching staff in each year group and the phase leads (KS1, KS2 and KS3) 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. 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.

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.

Within KS4 learners work towards PSHE certification with the AQA unit award scheme, this is provided at different levels (Entry levels 1, 2, 3 and Level 1) depending on learner's ability and requirements.

Across the whole school, the Talentino programme is delivered within PSHE. This is a unique careers programme that has three strands:

1. Personal and social development
2. Employability and enterprise skills
3. Career management skills

The aim is to maximise the possibility of achieving the next best step for our young people. See the Careers policy for further information.



5. What is being taught?

SCARF medium term planning for Key Stages 1, 2 and 3 and be found in the appendices. 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.

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. 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 (RSE) in their secondary phase.

In KS3 (Years 7, 8 & 9) at Rowhill School we still use SCARF to support learner progression and development. SCARF provides a fully resourced scheme of work covering all the statutory requirements in 36 lesson plans per year across six half-termly units.



ROWHILL SCHOOL

PSHE policy

In KS4 we use the [AQA Unit Award Scheme](#) (UAS); this is a unique way to record learner achievement. Its 'can do' approach is used to boost student confidence, engagement and motivation. To discuss units covered contact PSHE lead – Mrs Sarah Griffey.

6. How PSHE education, including Relationships Education, is taught

In Primary, PSHE lessons are taught by their class teacher 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. In Secondary, PSHE lessons are taught by appropriate teachers and learners receive two lessons a week.

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.

7. How PSHE education is monitored, evaluated and assessed

We use SCARF success for monitoring and assessing learning within PSHE at Rowhill School:

- **SCARF Success KS1, 2 & 3**
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.

Talentino is delivered in Primary where they focus on work related skills (skills for life) and careers at every level (labour market information). In Secondary from year 7, learners are provided with a career development plan, this supports them through to the end of year 11. The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. Rowhill school holds termly subject meetings to help deliver and monitor PSHE. Rowhill also carries out lesson observations, work scrutiny and deep dives to monitor the subject.



8. How the delivery of the content will be made accessible to all pupils

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.

Talentino in Primary is imbedded within the curriculum, with a focus on jobs I could do. Secondary Year 7's receives a career development plan (my careers story), which follows them through to Year 11.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

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 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual (LGB). It is possible that some pupils will also have LGB 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 policies on Anti-bullying and Equal Opportunities.



ROWHILL SCHOOL

PSHE policy

9. Parental concerns and withdrawal of students

Parents 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. See Rowhill School's Relationship & Sex Education Policy.

10. Dissemination of the Policy

This policy has been made accessible to parents, pupils, governors, teachers and other school staff through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the School Office.

Should further information about PSHE education be required, please contact the PSHE education lead, Mrs Sarah Griffey.

11. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

12. Sources of Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)



ROWHILL SCHOOL

PSHE policy






13. Related policies

This policy should be read in conjunction with the following School policies:

- Child Protection policy (including responding to disclosures)
- Confidentiality policy
- Anti-bullying policy
- Equal Opportunities policy
- DfE 'Keeping children safe in education' (current year)
- Relationship & Sex Education policy
- Careers Guidance policy

APPENDIX A - Useful resources

Coram Life Education SCARF:

SCARF Primary Long-Term Planning	 SCARF-Primary Long Term Planning
SCARF Primary Medium-Term Planning	 SCARF Primary medium term plan.p
SCARF Secondary Planning Y7	 SCARF Secondary Mapping - Planning
SCARF Secondary Planning Y8	 SCARF Secondary Mapping- Planning
SCARF Secondary Planning Y9	 SCARF Secondary Mapping - Plannig \

The PSHE Association programme of study for Key Stages 1-4.	PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020.pdf (hubspotusercontent00.net)
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