



SOUTH WILFORD
Endowed C of E Primary School

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Personal, Social, Health and Economic Education (PSHE) Policy 2025-2026



1. Policy Context and Rationale

This policy covers our school's approach to PSHE. It was produced by Natalie Burke through consultation with teachers and the Senior Leadership Team. Pupils have been involved in the creation of this policy through discussion groups, online surveys and our school council. Our pupils feel that PSHE is very important, saying, "*It teaches us life skills*", and that they enjoy PSHE sessions. The key needs that our pupils identified were that they would like to have more PSHE lessons, and also more teacher feedback on how they are doing in this subject.

2. Aims and Objectives

We are proud of our Christian ethos, and our school vision is for our pupils to "*Spark the flame, light up the world*". PSHE is at the heart of everything we do; in planned, discrete PSHE sessions, but also within our hidden curriculum throughout every day in our school. Our PSHE programme aims to ensure that all of our pupils learn how to be happier, healthier and safer, with a good understanding of contributing factors to their personal, social, emotional and economic well-being, and the impact that they can have on others, both locally and globally. Pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help them to stay safe and healthy, and prepare them for life and work in the modern world by supporting children to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE at South Wilford is underpinned by our school Christian Values of:

- To be curious – Encounter Jesus
- To love and respect – Become like Him
- To be brave and have no limits – Do the things He did.

3. Creating a Safe and Supportive Learning Environment

Because PSHE education works within pupils' real life experiences, it is essential to establish a supportive learning environment. We will create this safe space by establishing clear 'ground rules' and a confidentiality policy that is understood by adults and children. We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get appropriate support as outlined in our school's safeguarding policy. This includes involving the Designated Safeguarding Leads, recording any concerns appropriately, involving outside agencies where necessary, and most importantly, supporting the child and referring them for nurture time or counselling if required.

4. Entitlement and Equal Opportunity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We promote the needs and interests of all pupils, irrespective of gender, culture, religion, ability or personal circumstance, and we expect our pupils to consider the needs of others' too. Teaching of PSHE will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE provision. We will use PSHE as a way to address diversity issues and to ensure equality for all. In accordance with school and Local Authority policy, a commitment to Equal Opportunities will be built into all aspects of PSHE. As far as is appropriate, our pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted.

5. Intended Outcomes

We believe that PSHE lessons are vital in order for our pupils to know and understand how to keep healthy and safe, and be able to have positive relationships and successful futures, in an ever-changing world. Children acquire and practise a range of personal and social skills, and form a good understanding of their rights and responsibilities. Our PSHE lessons encourage active engagement in learning, rather than passively receiving information, as we feel that it is the most effective method for teaching PSHE. Pupils are given opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills. They also develop a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

Key outcomes include the ability to:

- make and sustain friendships; work and play co-operatively.
- solve problems; deal with and resolve conflict effectively and fairly.

- manage feelings such as frustration, grief, anger and anxiety.
- recover from setbacks and persist in the face of difficulties.
- recognise and stand up for their rights and the rights of others.
- understand and valuing diversity between people, respecting differing beliefs and values of others.
- lead confident, safe, healthy and responsible lives as individuals and members of society.
- deal with the spiritual, moral, social and cultural issues they face as they grow older.
- develop their well-being and self-esteem, encouraging belief in their ability to succeed.
- take responsibility for their learning and future choice of courses and career.

6. Learning and Teaching

Throughout our school, teachers plan their PSHE sessions using the 'SCARF' (Coram Life Education) scheme of work, which comprises of six themes:

- *Me and My Relationships*
- *Valuing Difference*
- *Keeping Myself Safe*
- *Rights and Responsibilities*
- *Being at My Best*
- *Growing and Changing*

SCARF provides a structured progression through the school and ensures that teaching is appropriate to the age group and builds upon prior learning. As SCARF is a 'spiral programme', our children revisit the six themes each year, with an increasing level of demand and progressively deeper knowledge and understanding at each encounter. A range of activities and methods are used to support PSHE learning, including circle time, quizzes, role play, stories, video clips and provocations, artefacts, debates, visitors, anonymous question boxes, and puppets. We ensure that PSHE sessions provide children with a safe space to explore their thoughts and feelings, and ensure that, regardless of the subject matter, the lessons remain positive in tone. In every session, we will help pupils make connections between their learning and 'real life' examples, and where possible, will make links to other areas of the curriculum.

PSHE education at our school is facilitated through:

- Discrete curriculum time for PSHE lessons and Quality Circle Time.
- Cross-curricular topics (including Science, PE, ICT, RE, Drama).
- Collective Worship themes.
- Activities for Curriculum Enrichment (including school visits, residential experiences, outdoor education and links with the community to extend personal experience and social skills).
- Children being encouraged to exercise responsibility and participate in democratic processes (through clubs, school council, and social and fund raising events, for example).
- Discussing and managing PSHE issues as and when they arise with the pupils in each class or year group.
- Special days or weeks, such as Anti-Bullying Week, Odd Socks Day, and Safer Internet Day.

7. Assessment

We acknowledge PSHE is a subject that can be difficult to assess, and we recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teacher will determine pupils' prior knowledge at the start of each new topic to enable them to make effective judgements about their development and progression in learning through ongoing formative assessment. Teachers and pupils use the SCARF Success and SCARF Progress assessment tools each half term to help them capture and record learning and progress in PSHE. Pupils' new knowledge and understanding in PSHE is also celebrated and evidenced in their class Big Book, so that it can be revisited and reflected upon together.

8. Involving Parents and Carers

We believe that PSHE education is strongest when there is communication and collaboration between school and home and therefore, we aim to work in partnership with parents and carers. We have a dedicated PSHE page on our school website outlining our curriculum intent, implementation and impact, with links to the SCARF website

and photos/examples of pupils' work. Where parents request additional help or information, we will offer relevant materials and advice for them to support their child at home. In addition, we share samples of teaching materials, information and curriculum content from our RHE programme on our school website. 'SCARF at Home' activities and resources are also offered to parents as part of our school blended learning provision. Policies including PSHE, RHE, Anti-bullying and Behaviour are all also available for parents to access on our school website.

9. Links to other policies

This policy supports/complements the following policies:

- Child protection/safeguarding
- Extremism
- Anti-bullying
- Online safety
- Relationships and Health Education
- Behaviour

10. Monitoring and Evaluation

Our PSHE programme is annually evaluated and developed by the PSHE subject lead and Headteacher, taking on board the views of pupils, teaching staff, parents and governors. The PSHE subject lead also carries out regular lesson visits, book looks, parent surveys and pupil voice questionnaires.

This policy will be reviewed on an annual basis by the PSHE subject lead and Headteacher, and by the governing body. The next scheduled review date for this policy is **October 2025**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to staff, parents and, where necessary, pupils.

Policy date: October 2025

Agreed by Governors:

Review Date: October 2026