



Together in God's love, we learn, inspire and grow



PSHE Policy

This policy has been adopted by the governing body of
St Andrews' CofE Primary School.
It will be reviewed annually or as required.

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PSHE Subject Leader: Megan

Hayes Reviewed: 8.10.24

National Curriculum Aims

The PSHE national curriculum aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. It is a necessary part of all children's education and schools should look to draw on good practice, and this expectation is proposed in the new national curriculum. It is a non-statutory subject which should equip pupils with the ability to confidently assess risks and make safe and informed decisions.

St Andrew's Aims

The PSHE lead is working in partnership with the curriculum lead, the Diocese, LDST colleagues and our membership to SCARF to construct a PSHE curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Our aim is for every child at St Andrew's to take part in a thematic approach to PSHE enabling them to know more, remember more and do more because of their engagement exciting, interactive PSHE lessons. In line with our reading intent, during PSHE lessons, we ensure that all children read widely and often, including regular opportunities to practice their comprehension skills, appropriate to their age or ability. PSHE lessons also give opportunities for independent and/or supported writing activities.

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**. Central to this is excellent skills in **Reading** - the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

PSHE Intent

Understanding - Our PSHE curriculum builds upon prior learning in the previous year group/s. The teachers have a clear understanding of children's prior knowledge, allowing for progression and continuity across the subject. Retrieval practice across PSHE allows for long-term working memory to develop during a topic each half term. Knowledge organisers are used to help children retain key information during each PSHE topic.

Nurturing - Our PSHE curriculum embeds resilience, perseverance and understanding of others thus allowing children to be nurturing to others. The PSHE curriculum explicitly embeds that making mistakes is normal and we can learn lots from the mistakes we make in life. PSHE provides children with a good understanding of how to become valuable, respectful citizens.

Individual - Across the PSHE curriculum, individuality is celebrated in each and every topic across all year groups from EYFS to Year 6. Individuality is encouraged through discussion around racism, prejudice, bullying and many more topical issues. PSHE encourages children to be individuals and to celebrate individuality for all. Children are taught that everyone is different and that these differences are to be celebrated, not judged.

Quality - Good quality outcomes in PSHE will highlight children's ability to be good natured, kind, respectful and understanding members of their community and wider community. Children are encouraged to value the importance of PSHE and why topics are taught in order to achieve good quality outcomes.

Unlimited - PSHE topics across the year groups focus on the possible job opportunities, life opportunities and schooling opportunities that children can aspire to have in their futures. These lessons allow for children to recognise that, in life, there are unlimited aspirations. The lessons teach children that they must work hard to achieve their goals.

Equality - At St Andrew's, we look to ensure children leave our school as children who recognise equality and can strive for equality, too. PSHE is taught for all and is inclusive for all, meaning that children of all abilities are receiving equal teaching and learning as their peers. Children recognise that we all learn at different paces and the curriculum also reflects this, ensuring for a tailored, progressive curriculum.

Long term planning and curriculum design:

The PSHE curriculum is coherently planned and sequenced towards clearly defined end points. We follow the SCARF Curriculum (Safety, Caring, Achievement, Resilience, Friendship). SCARF provides a whole-school approach to building on essential foundations - crucial for children to achieve their best, academically and socially.

The SCARF PSHE curriculum is interactive and thematic to ensure that the children receive the highest quality PSHE session, meeting all of the requirements for SMSC, British Values and Personal Development.

All children take part in weekly PSHE sessions which are revisited frequently as and when situations arise.

Since the beginning of this academic year (24-25) we have started to implement myHappyMind into our weekly curriculum to complement SCARF PSHE lessons. myHappyMind is a government and NHS backed Mental Health Curriculum, aiming to support children as young as 4 to understand how their brain works and how this affects our day to day lives.

How the curriculum is sequenced towards clearly identified endpoints:

The use of the SCARF planning ensures that coverage for each year group

and school as a whole is strong. The units are followed in a thematic way ensuring progression in all of the 6 key themes:-

- Me & My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights & Responsibilities
- Being my Best
- Growing & Changing (including SRE)

PSHE Implementation

Expectations for how learning should be sequenced within a topic or unit in the medium-term

Learning is sequenced in a way that builds upon prior learning with knowledge-based learning and reflection going hand in hand. Each lesson begins with reviewing prior learning before starting new learning with retrieval practice. This is done through teacher questioning. Pupils should understand a variety of new concepts and words by the end of a topic and be able to put these into the context.

What a typical PSHE lesson looks like, including how these expectations are clear across the school

- 1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning.
- 2) **Recap** previous learning and vocabulary.
- 3) **Introduce new learning:** introduce the main PSHE objective/big question/ learning for the lesson using a mixture of resources such as power points, photographs (primary and secondary sources).
- 4) **Apply the new learning:** There's a mixture of short tasks, explanation and discussion - and a lot of practice to help reinforce learning. Use of

practical activities and talk partners to reinforce and develop logical thinking and clarity of arguments/ideas. Constant reinforcement of new vocabulary. Planned reading and writing opportunities to be included in outcomes.

5) **Develop new learning:** deepen understanding of the concept through a task.

6) **Plenary:** Recap and reinforce learning, reflective next steps.

Across the school, floor books are used to showcase and evidence learning.

How we ensure that pupils 'know more, remember more and can do more':

Effective use of retrieval which is reviewed each lesson with key vocabulary and the use of sticky knowledge. When each new unit is started it will be put into context for the children so that they can see where it fits in the bigger picture and what prior knowledge they may need to draw upon. The children remember the key skills and knowledge gained in their previous learning and are ready to add their new learning for that year. This then enables our children to leave us having become more confident, reflective of their own actions and have a good understanding of the PSHE themes.

How the PSHE curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

The SCARF curriculum is designed to meet the needs of all our children in line with the school key priorities. The curriculum is vocabulary rich and incorporates a wide variety of reading which is accessible to all children. The SCARF curriculum involves a range of resources and techniques used in order to engage disadvantaged and SEND children. All class teachers know who their disadvantaged and SEND children are and can target them for specific questioning in lessons. Learning is visual, it's kinesthetic by putting actions to vocabulary. Children can also be targeted for TA

support and support from other members of their class as we don't always sit pupils in ability groups. SEND specialist teachers in school offer advice and support which enables teachers to plan activities that meet the needs of the individual. Where possible learning is interactive and adapted for children who need a more hands on lesson in order to be fully engaged.

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Using additional adults to support the work of individual children or small groups (where possible).
- Alternative outcomes are used for children who need more scaffolding and adult support during tasks.

PSHE Impact

Overview of PSHE assessment procedures. including the expectations of teachers using both formative and summative assessment

Formative assessment - teachers assess children's work formatively in PSHE through questioning (open and closed questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions.

Summative Assessment - At the end of a unit of work (half termly) the class teacher uses SCARF 'post unit assessments' to make a judgement about the children's achievements, and this information is then recorded and fed back to the PSHE Subject Leader. The PSHE Subject Leader carries out a termly overview of the progress of PSHE.

At the start of the year, key objectives are identified that will be assessed in each unit and opportunities for assessment are planned for.

Monitoring arrangements

Floor book Scrutiny: These are done termly by the PSHE lead and a member of SLT. There is a clear focus during the floor book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

Lesson Observations/drop in: The PSHE lead and a member of SLT do this termly, feeding back to class teachers and SLT.

Medium Term Planning: Medium Term Planning is provided through the SCARF scheme of work and all staff are supported to follow this in a thematic way each half term.

Pupil Voice: PSHE lead speaks to a wide variety of children, termly to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date:

We aim to develop and enhance our subject leads personal interest and passion in PSHE through:

1. high quality continual professional development (CPD)
2. networking opportunities
3. engagement with the curriculum lead

We aim to ensure all staff PSHE knowledge is up to date through:

1. high quality CPD in staff meetings (some delivered by staff from SCARF)
2. provision of effective resources
3. meetings with subject lead to discuss units and next steps for their year group
4. networking opportunities



PSHE - St Andrew's C of E Primary School Topics Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 1	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 2	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 3	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 4	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 5	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 6	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing

myHappyMind to be used in conjunction with SCARF.