



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

PSHE Policy

Date Written: January 2024

Review Date: January 2025



Curriculum Aims

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

Today's children and young people are growing and developing in an increasingly complex world and they are exposed to many positive and exciting possibilities. Our aim is to help them to know how to keep safe and healthy, and how to manage their academic, personal and social lives effectively. We aim to give them the knowledge, skills and experiences they need to have a successful future. Although our PSHE/RSE curriculum is modelled on statutory requirements, it is supported by the voices of the children at Fulfen and their needs, along with information from our local area. As a result, they will become healthy, independent and responsible members of society who understand how they are developing personally and socially, whilst giving them confidence to tackle many of the social, moral and cultural issues that are part of growing up.

Throughout our PSHE/RSE teaching we aim to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community;
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities;
- Allow pupils to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning;
- Give children the opportunity to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- Allow children to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

We cover all aspects of statutory and non-statutory PSHE, including RE, SMSC and British Values and the effects it can have on life in and out of school. We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. Through our consistent, engaging and pupil focused approach, children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves successfully through modern life after they leave Fulfen.

The qualities and attributes we hope to nurture and develop include (amongst many others) are:



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- respect- for themselves, their families, friends and peers, and all adults and children they may encounter as part of the school and wider community;
- resilience both academically and socially, so that they become happy, successful, productive members of society;
- self-belief and self-worth that they can achieve goals- both academic and personal;
- skills and awareness to keep safe- within the 'real' and 'cyber' world;
- kindness, integrity and generosity,
- tolerance of and empathy for our diverse world.

The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Pupils demonstrate their progress by completing tasks or answering questions of increasing depth, paired, group and class discussions, role play in discrete lessons and throughout their daily lives and experiences. Tasks will be evidenced through a variety of mediums including written work sampled in floor books and multimedia presentations.

Curriculum Organisation and Planning

The school curriculum map is based on the SCARF programme of study. The curriculum covers the statutory and non-statutory elements of PSHE, with each area being revisited each year, developing the previous year's learning to extend and develop the children's learning.

PSHE lessons are taught by their class teacher either once a week in their timetabled PSHE lesson, through visiting speakers or tutors or through 'Special Days', 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 and stage 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. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding



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and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

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. Rights and Responsibilities: learning about money, living the wider world and the environment;
3. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
4. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
5. Valuing Difference: a focus on respectful relationships and British values;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Fulfen also refers to the PSHE Association and the 'gogivers' Young Citizens site for additional resources and to keep informed of developments in PSHE. Using these resources ensures that we cover all aspects of the wider PSHE; including SMSC (Social, Moral, Spiritual and Cultural), Citizenship and British Values.

Resources are found on the internet and stored on the OneDrive and SeeSaw. Additional resources are loaned as appropriate. Planning is adapted for the cohort of children it is delivered to. Evidence of lessons and activities are found in class floor books and on SeeSaw. Due to the cross curricular nature of PSHE, it may also link to other subject areas- for example during Black History Month.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Technology is used in PSHE to:

- sorting or matching activities (before moving onto a deeper challenge)
- annotating and highlighting text
- photographing and labelling
- manipulating language - having a go and editing
- collecting ideas
- recording verbal responses



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- videoing practical activities
- creating digital content as a final outcome (e.g. a narrative over a video, explanation of a process, animation to show understanding, creating emotive videos etc)
- to support with reading texts
- using voice to text to support with written work
- support with research, spellings and synonyms
- producing creative outcomes to tasks to deepen learning and help children remember
- making web-pages more accessible to pupils
- annotating, editing and improving written work.

Assessment and Feedback

Assessment

We use three methods of monitoring and assessing learning within PSHE at Fulfen 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.

Wearing my SCARF

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. Seesaw will be used to assist with this, as a form of self-assessment.


Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the responsibility for improving their own work. Some of the ways in which pupils receive feedback:

- Live marking;
- Verbal comments and questions;
- The use of marking codes against written work;
- Up to three misspellings of age-related words and homophones are indicated by the teacher for children to correct;



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- Comments left on Seesaw to move learning on , which are responded to with a comment from the pupil.

Monitoring and Evaluation

The Senior Leadership Team and PSHE Lead manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- implementing of a monitoring cycle
- monitoring of planning
- floor book looks / Seesaw monitoring
- learning walks

Our PSHE curriculum is also regularly reviewed for effectiveness by class teachers to see if children have learnt what was intended. For example, if an end of unit test showed that children had a misconception about a strand of the coverage, then they would modify the way in which that concept would be taught for the next cohort of children. This results in us constantly adapting to improve our curriculum to ensure it evolves and keep it ambitious.

Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:



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- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

The subject lead will:

- produce a curriculum map for staff to follow. This will be updated as necessary.
- provide extra resources needed to plan the subject.
- provide a planning format.
- provide training and support for staff in the implementation of the curriculum.
- order resources as necessary.
- monitor the implementation of the subject by book looks, questionnaires, pupil interviews, iPad monitoring, planning and display monitoring and learning walks.
- give individual feedback to staff.

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.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent 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 teacher will discuss with the parent 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



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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.

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. Information will be posted on the Fulfen PSHE web page.

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 on The PSHE web page. 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.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Scaffold and Challenge

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities are scaffolded in order that they can study PSHE wherever possible and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.



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Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

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. Teaching 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 education provision.

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.

In planning work, the teachers will aim:

- To provide breadth and balance of activities for all children;
- To provide a differentiated curriculum to meet the needs of all the children through the continuity of experiences;
- To set suitable learning challenges for individuals or small groups of children where necessary;
- To respond to pupils' diverse learning needs;
- To liaise with the SENCo to ensure that provision is made for all children with SEND;
- To relate activities for SEND children to their Personal Learning Plan and EHCP targets;
- To overcome potential barriers to learning and assessment for individuals and groups of pupils;
- To provide scaffolding for pupils where necessary.

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.



Spoken Language

The national curriculum for PSHE reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary appropriately and presenting arguments, reasons and discussion points. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion and carefully tailored questions to probe and remedy any misconceptions.

British Values & Culture

British Values

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within PSHE are:

- Teach about personal rights and freedoms, and how to exercise these safely
- Look at different models of democracy, and take part in votes, pupil voice questionnaires and pupil councils
- Teach about discrimination and diversity, for example LGBTQ+, race, disability, equal rights and e-safety
- Promote all aspects of British Values in our assemblies, linking them to our core values

Culture & Diversity

Our PSHE Curriculum fully reflects our changing society and takes into consideration local and National issues that may arise. As part of our core British values and SMSC, we encourage children to explore critical news reviews and challenge prejudicial or discriminatory behaviour. We help pupils to acquire an understanding of and respect for, their own and other cultures and ways of life. Through our use of pupil voice, we challenge stereotypes and implement a strong anti-bullying culture.

Links to other policies

This policy links to the following policies and procedures:

- EYFS Policy
- SEND Policy
- Equality Information and Objectives
- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Anti-bullying policy



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- DfE 'Keeping children safe in education' (2019) Nb. This is currently being reviewed and updated

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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)

Useful Resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

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 Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>



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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>

