

Chevening (St Botolph's) CE Primary School



PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

This policy was reviewed: Spring 2025
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Review Date: Spring 2027

CHEVENING (St. Botolph's) CE (AIDED) PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

*In line with our Biblical Vision (Matthew 13: 31-32),
"The kingdom of heaven is like a mustard seed, which a man took and planted in his field.
Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and
becomes a tree, so that the birds come and perch in its branches."*

*this policy has been developed being mindful of our aim to provide an excellent education and
to*

- Be true to Christ and His teachings.*
- Be known for kind and thoughtful actions and attitudes.*
- Be inclusive in serving, sharing and showing God's love to benefit all.*

Our school is a nurturing school and our curriculum intent is also developed in line with the six principles of Nurture reflecting the school's understanding that:

- **Children learn developmentally**
- **The classroom is a safe base for every child**
- **Nurture is important to the development of well-being**
- **Language is a vital means of communication**
- **All behaviour is communication**
- **Transition marks important stages in a child's life**

'All schools should make provision for personal, social, health and economic education (PSHE,) drawing on good practice.' (DFE)

This curriculum is taught explicitly through the scheme of work CORAM 'SCARF' and implicitly through the school's ethos. Interwoven through PSHE is our school **Biblical Vision**, based on the parable of the mustard seed with the strands of **be true, be kind and be inclusive** providing a basis for all of our work.

This policy takes into account school policy on inclusion, equal opportunities, accessibility, SEND, racial equality, child protection and health and safety.

Aims

Our aims in teaching Personal, Social, Health education are to:

- Equip our children with the emotional intelligence, knowledge, vocabulary and resilience to enable them to be active citizens now and into adulthood.
- Teach the children how to keep themselves safe both out in the world and online.
- Enable the children to recognise the importance of positive self-image and good mental health.

Objectives

To enable all learners to:

- Know and understand what constitutes a healthy lifestyle
- Understand how to identify and form healthy, positive relationships with others
- Have respect for others regardless of race, gender, differences or disabilities
- Be independent and responsible members of society
- Develop self-confidence and self-esteem
- Actively promote British Values

Expectations

All children should be attaining at the expected level for their year group.

Principles of Teaching and Learning

Entitlement and Curriculum Provision

We use the Coram Life Education 'SCARF' scheme to guide our approach to PSHE, as it encourages the children to question and develop their critical skills needed for an ever-changing world. We are also supported by materials from the PSHE Association, the Government annual publication 'Keeping Children Safe in Education' and local Kent procedures and initiatives.

Teaching and Learning

Within the PSHE curriculum there are six core themes:

Me and my Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. These are covered within our teaching and also through focus weeks dedicated to these areas, including Healthy Eating, E-Safety, Anti-Bullying and Mental Health week.

Sex and Relationships Education forms an important part of our PSHE. As well as understanding the science of how bodies change through life, at an age-appropriate level, we also consider childhood friendships and relationships, as well as those that might develop as the children mature. We equip our children with an understanding of what a healthy and happy relationship looks like, so that they are able to form these for themselves. Please see Sex and Relationship Policy for more details.

Parents have the right to withdraw their child from Sex Education, where it is outside of statutory science and Relationships Education. Drugs education is more focused to include legal and non-legal drugs and, when possible, the school Police Education Officer gives a specific talk to Y6 children and parents about drug abuse.

Assessment and Recording

Assessment in PSHE focuses on pupils learning against the lesson objectives and outcomes. Although pupils are not formally assessed in the subject, assessment is important in identifying pupils' progress and ongoing needs. Teachers assess pupils' knowledge and understanding through activities and regular discussions in lessons.

Continuity and Progression

Planning

Classes have weekly/fortnightly PSHE lessons, discussions and circle-times, as well as opportunities for cross-curricular learning.

PSHE lessons are planned using SCARF teaching resources and lesson plans which link directly to the curriculum. Where a topic is important to our children, we are flexible and make time to explore this, e.g. in circle-time, one-off discussions, research, homework, etc.

Learning Resources

Year R-6 resources are accessible via the SCARF online portal. It is the class teacher's responsibility to provide their class with pink folders for their PSHE learning and can be found in each year group's classroom.

Safe Practice

Safe practice must be promoted at all times. Teachers must also take into account the schools Health and Safety policy.

Leadership and Management

Staff Development and Training Opportunities

The subject leaders are responsible for the direction of the subject across the school. Time is allocated for the subject leaders to monitor standards and quality. The subject leaders are expected to keep the curriculum under review and keep the head teacher informed about changes to requirements at national and local levels. Subject leaders need to keep the link governor informed about developments.

THE ROLE OF THE GOVERNORS

- To review the school PSHE policy.
- To ensure that the policy is followed in school.
- To participate in monitoring and review of this policy.
- To receive reports from the Subject Leader.
- To ensure that parents know their rights concerning withdrawal of children from specific sex education talks.

ROLE OF THE SUBJECT LEADER

- To research and write the school policy, reviewing at regular intervals.
- To be in charge of resources.
- To support staff in the implementation of this policy.
- To monitor the implementation of this policy.
- To liaise with Governors.
- To keep up to date with current thinking and practice and disseminate to staff.

PARENTAL INVOLVEMENT

Parents will know the governors' stance on PSHE within the school from reading the school brochure and our curriculum outlines which are available on the website. Therefore, from the very beginning, they will know what to expect for their child. When the children reach the age at which they will talk about specific sex and drugs education, the parents will be informed well in advance.

How the Subject is Monitored and Evaluated

Implementation of this policy will be monitored by the Subject Leader through the following:

- Observation of pupil behaviour
- Discussions with staff and children
- Scrutiny of work
- Classroom observation (lesson/circle time)
- Discussion with Subject Link Governor