

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to PSHE & RSE

This guidance outlines the teaching, organisation and management of the PSHE curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Also see

- Subject Goals
- Subject Progression Map

Subject Intent Statement

The teaching of PSHE (including Relationships and Health Education), is an important aspect of a child's education. At SMFR, PSHE includes planned topics which inform children honestly and age appropriately about their bodies and relationships. PSHE aims to help children make healthy choices as they grow up and understand the importance of caring and loving families and relationships, so that they can live happily within a wide diverse society. We consider that Relationships Education and Health Education is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and links naturally to other curriculum areas such as Science and RE. This policy reflects the requirements of the DfE statutory guidance for Relationships Education, Relationships and Health Education which details what pupils should know by the end of primary school.

Subject Aims

Through delivering a progressive program of teaching and learning, that covers human development, relationships, sexuality and family life, we aim:

SCARF provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing. Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

- To encourage children to have the confidence and self-esteem to value themselves and others.
- To develop an understanding of other's needs, feelings and emotions.
- To provide clear and accurate information about the development of the human body, increasing in age appropriate detail i.e. being able to name parts of the body; describe how their bodies work; being aware and prepared for puberty.
- To teach sensitive subject areas in an atmosphere of openness, encouraging children to be confident to talk, listen and think about their feelings and relationships.
- To promote loving and caring relationships and mutual responsibilities within these relationships, including the importance of family for the care and support of children.
- To understand there is much misleading information gained from the playground, peers, some adults or the media including social media and to therefore know where to obtain accurate information.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- Understand our rights and responsibilities.
- To understand and value money and to lay a foundation for responsible money management later in life

IMPLEMENTATION

Also see: Appendix 1 PSHE Non Negotiables – not yet completed

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Subject Planning & Teaching

Our PSHE will predominantly be taught as subject specific lessons within our PSHE curriculum. However as stated earlier, there will also be aspects of Relationship Education naturally link to other subject areas such as Science.

Our PSHE will be delivered by following the Coram Life Education Scarf scheme of work which covers the curriculum under the nine main topic headings:

- Healthy Lifestyles.
- Keeping Safe.
- Growing and Changing.
- Healthy Relationships.
- Feelings and Emotions.
- Valuing Difference.
- Rules and Responsibilities.
- Caring for the Environment.
- Money.

Each year group will work through the above topics, which will include age appropriate content in line with the requirements of the DfE statutory guidance for PSHE, which details what pupils should know by the end of primary school. Educating children about relationships, will not only happen in the classroom but will permeate all aspects of school life including social times on the playground. Staff will need to ensure they are fully aware of this policy and promote the aims of the policy when dealing with children. The school's assembly program will also be reflective of the aims of this policy.

SMFR PSHE Resources/Schemes

SCARF – Coram Life Education

EYFS - EYFS Framework: Statutory guidance (Personal, Social and Emotional Development) and Development Matters: Non statutory guidance.

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

PSHE Curriculum Link to EYFS Framework:

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Sex Education:

Sex Education is taught through a series of specific lessons, to children whilst they are in Year 6. Parents have a right to withdraw children from these lessons. This is an important preparation for transition into secondary school. Children need to know the actual facts about sex education so they are not miss-lead by inaccurate information. This will be taught following the SCARF Coram Life Education scheme.



Right to Withdraw:

Parents have the right to request that their child be withdrawn from some or all of the non statutory sex education, where this goes beyond the requirements of the Science curriculum. The headteacher will discuss the request with parents, to ensure they understand how and what would be delivered; the benefits to their child of receiving this curriculum and the possible social and emotional effects of being excluded. Parents do not have the right to withdraw their child from PSHE, Science, Relationships Education or Health Education, as stated in the statutory DfE guidance.

Safeguarding:

Staff and parents need to be aware that aspects of our PSHE curriculum, could lead to a pupil disclosing a child protection concern, because they are developing a better understanding of what is and is not acceptable in a relationship. If the school have any reason to believe a pupil is at risk, we are required to follow our safeguarding and child protection procedures as set out in our policy which is available on the school website.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the PSHE curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual and updated report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use SCARF to support our assessment of PHSE.

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in PSHE is assessed termly against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the PSHE the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the PSHE Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for PSHE within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.

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- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of PSHE.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 PSHE Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) 	<ul style="list-style-type: none"> • WILFs linked to National Curriculum • WALT linked to National Curriculum
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • 3 way differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of targets • Focus on Gem Powers
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • Focus on speech & language • Pupil talk > Teacher talk • Mixed pair work and group work 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self assessment • KS2 children's 'EXIT Messages' • Each lesson will have an AFL sheet completed by the class teacher from Sept 2022 to inform planning and focus on any gaps. This will also support assessment of the childrens understanding in PSHE 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • .Flexible groupings. • Children's peer and self-assessments. • Interventions to plug gaps. • Testing • Quizzing