



**SPRING LANE**  
PRIMARY SCHOOL

## **PSHE POLICY**

|                                 |                 |
|---------------------------------|-----------------|
| <b>Reviewed by:</b>             | Sarah Jones     |
| <b>Reviewed:</b>                | September 2025  |
| <b>Review Frequency:</b>        | Annually        |
| <b>Next Review Date:</b>        | September 2026  |
| <b>Approved and Adopted by:</b> | LGB             |
| <b>Approval Date:</b>           | 15 October 2025 |

## 1. How this Policy was developed

This policy was written by the PSHE Lead and developed through consultation with parents, teachers, support staff, governors and pupils at Spring Lane Primary School. We listened carefully to all views to ensure the policy meets the needs of our pupils and reflects our community. It has been approved by the Local Governing Body (LGB).

## 2. Legal requirements of schools

- Primary schools must teach Relationships Education and Health Education (DfE 2019).
- Relevant aspects of reproduction are statutory in National Curriculum Science.
- The DfE recommends that primary schools also teach Sex Education, preparing children for adolescence and how a baby is conceived and born.

At Spring Lane, we go beyond the statutory minimum by offering a broad and balanced PSHE curriculum, in line with our duty under the Education Act 2002 and Academies Act 2010 to promote pupils' spiritual, moral, cultural, social, mental and physical development.

## 3. What Personal, Social, Health and Economic (PSHE) education, including Relationships Education, is

At Spring Lane Primary School, PSHE education (including statutory Relationships and Health Education and non-statutory Sex Education, as recommended by the DfE) provides a framework through which children develop and apply essential knowledge, skills and attributes.

Through SCARF, our PSHE curriculum promotes:

- Positive behaviour and respectful relationships.
- Good mental health and wellbeing.
- Resilience and achievement in both learning and life.
- Staying safe online and offline.
- Critical thinking about media messages and peer influence.
- The skills to negotiate, communicate and assert themselves now and in the future.

PSHE supports the school's vision of developing confident citizens and expert learners who are caring, resilient, and respectful. Social and emotional development is embedded not only in timetabled PSHE lessons but also throughout our school culture, assemblies, and wider curriculum.

Our PSHE programme is carefully planned as a **spiral curriculum**: themes recur at increasing depth each year, allowing children to revisit and build on prior learning. This approach enables us to:

1. Equip pupils with knowledge, self-esteem and confidence to make informed choices.

2. Support the development of social skills and awareness of others.
3. Help pupils make sense of their own personal and social experiences.
4. Promote healthy physical and mental lifestyles.
5. Foster effective interpersonal relationships and caring attitudes.
6. Encourage care and responsibility for the environment.
7. Teach children to understand and manage their feelings, build resilience, and develop independence as curious problem solvers.
8. Build awareness of society, laws, rights and responsibilities.

We recognise the proven link between health, wellbeing and academic success. The skills and positive attitudes nurtured in PSHE are vital in supporting children's overall achievement and preparation for life beyond school.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Spring Lane, we follow the Coram Life Education SCARF scheme, adapted to reflect the needs of our pupils and our local community. This comprehensive scheme of work covers all DfE statutory requirements for Relationships Education and Health Education, includes non-statutory Sex Education, and aligns with the PSHE Association's Programme of Study.

Our PSHE programme is taught through six half-termly SCARF units across each year group:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing

These units are designed to build knowledge progressively, supporting pupils to revisit and deepen learning as they move through the school.

#### **Curriculum Model:**

- Weekly 45-minute lessons taught by the class teacher in a safe, inclusive environment.
- Consistent approaches across the school to ensure shared language and expectations.
- Lessons use role-play, discussion, scenarios, and reflection activities that actively engage pupils and encourage them to apply learning to real-life contexts.
- Local issues, health data, and pupil voice (through the School Council) inform adaptations to ensure the curriculum remains relevant.

#### **Staff Responsibilities:**

- The PSHE Lead works with teachers and phase leads (EYFS, KS1, KS2) to ensure staff are trained, resourced, and confident to deliver high-quality PSHE.

- Teachers have access to planning, guidance, and training materials through the staff drive.
- Staff are encouraged to adapt lessons sensitively to meet the needs of their class, ensuring accessibility for all pupils.

#### **Progression:**

- The scheme builds on prior learning each year, introducing new knowledge and skills at an appropriate stage.
- Pupils are supported to apply their knowledge and skills in increasingly complex ways as they move through the school.

#### **Assessment:**

- Teachers assess pupil learning against clear learning outcomes provided in the SCARF overview.
- Progress is recorded in class PSHE books and tracked using INSIGHT.

This ensures that by the time pupils leave Spring Lane, they are confident, respectful and resilient learners, ready to thrive in the next stage of their education and in life.

### **5. Curriculum Progression**

#### **By the end of EYFS**

Children understand basic health, hygiene, and emotions. They express feelings, build friendships, seek help, show kindness, recognise differences, and develop independence and safety awareness.

#### **By the end of Key Stage 1**

Children understand healthy lifestyles, hygiene and wellbeing. They learn about privacy, safe touch and seeking help. They build friendships, resolve conflicts, show kindness, and understand rules, responsibilities and diversity.

#### **By the end of Key Stage 2**

Children understand healthy choices, mental wellbeing, and personal hygiene. They learn about body changes, consent, and how to seek help. They build positive relationships, know how to keep safe (including online), and understand their responsibilities as citizens, linking directly to our values of **Integrity** and **Respect**.

### **6. How PSHE is taught**

- Weekly 45-minute lessons in every year group.
- Role-play, storytelling, videos, discussion, and problem-solving tasks.

- Inclusive practice with adaptations for SEND and challenge for higher ability pupils.
- Ground rules and safe spaces created in each classroom to encourage honest and respectful discussion.
- Teachers answer questions factually and age-appropriately, following safeguarding procedures for disclosures.

## 7. Monitoring, Assessment and Impact

- **Assessment for Learning:** questioning and live feedback during lessons.
- **Floor Books:** recording pupil voice, reflections and learning.
- **End-of-unit assessment:** against SCARF outcomes.
- **Tracking:** INSIGHT system and annual parent reports.
- **Pupil Voice:** surveys and School Council feedback to refine provision.

## 8. Accessibility

- PSHE lessons are adapted to meet the needs of all pupils, including those with SEND.
- All children are included in discussions about puberty, relationships and diversity.
- Resources reflect different families, cultures and identities.
- Discrimination and prejudice are addressed swiftly and consistently.

## 9. Parental Concerns and Withdrawal

- Parents cannot withdraw their child from Relationships or Health Education.
- Parents may request withdrawal from non-statutory Sex Education (Year 6 lessons on conception and birth).
- Requests must be made to the Head of School, who will meet with the parent to discuss the curriculum, benefits of inclusion, and provide alternative provision if withdrawal is confirmed.

## 10. Cultural Capital

Spring Lane enhances PSHE with:

- Anti-Bullying Week, Mental Health Week, Citizenship Days and Careers Fairs.
- Free breakfast provision for all pupils.
- Visitors such as PCSOs, nurses, dentists and sports coaches.
- Celebrations of cultural events such as Diwali, Eid and Culture Day.

## **11. Policy Review and Dissemination**

The policy is reviewed annually with parents, staff, governors and pupils. It is published on the school website and available in alternative formats on request.

For more information, contact the PSHE Lead, **Teela Carpenter**

## **12. Sources of Information**

This policy is informed by:

- DfE: *Relationships Education, RSE and Health Education Guidance* (2019).
- PSHE Association Programme of Study.
- Equality Act 2010 and Public Sector Equality Duty.
- DfE: *Keeping Children Safe in Education* (2025).

It should be read alongside:

- Child Protection Policy.
- Equality and Diversity Objectives
- Behaviour Policy.
- RSE Policy.