PERRY HALL PRIMARY SCHOOL
PSHE POLICY

Document Control Table

Title	Perry Hall Primary Personal, Social, Health & Economic Education Policy
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Document History

Date	Author	Note of Revisions
June 2025	LD	‘See separate RSE policy’ changed to ‘See Trust RSE policy’.
June 2025	LD	In ‘Other related policies and documents section’, ‘SRE policy’ changed to ‘Trust RSE policy’
July 2025	LF	Academic year date change 2025-26. No other changes – approved March 2025.

Perry Hall Primary School
Personal, Social, Health and Economic education

Definition

PSHE education is a school curriculum subject in England that helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential. *(PSHE association)*

At Perry Hall Primary School, PSHE education is defined as a scheme of work designed to help pupils develop essential life skills and knowledge which is taught through age-appropriate lessons within a safe and inclusive environment.

Aims

The aims of this policy are:

• To ensure that all members of the school community understand the intent behind the design of the PSHE curriculum

• To outline how PSHE education will be implemented across the school.

• To outline how the impact of PSHE education will be assessed across the school.

Background information

Perry Hall Primary School is part of the Perry Hall Multi-Academy Trust and operates as a 2-form entry school for approximately 511 children, aged 2 to 11 years. Perry Hall Primary School serves the community of Wednesfield which faces varying levels of socioeconomic challenges, which are reflected in its deprivation index. Key indicators such as income, employment, education and health in certain parts of Wednesfield align with higher-than-average levels of deprivation, typical of urban settings in Wolverhampton. Local health data provides vital information about health behaviours in the community which is used to inform the PSHE curriculum and ensure it is relevant to the needs of the children and community. The Public Health Data Profile for schools is also used as part of the Working Together Agreement arrangement with the School Nursing service.

Intent

At Perry Hall, PSHE education is taught in line with our school curriculum principles which aim to ensure that children are provided with a curriculum which is:

- Broad and balanced
- Sequenced and coherent

- Accessible for all
- Knowledge and language rich
- Ambitious and aspirational
- Provides enriched experiences

The PSHE curriculum at Perry Hall safeguards children by equipping them with the tools and knowledge to keep themselves safe and seek support when needed. It contributes to safeguarding by:

Raising awareness: PSHE lessons educate pupils on a wide range of safeguarding topics; including but not limited to; online safety, the characteristics of healthy relationships, personal boundaries and peer pressure. PSHE lessons also help children to recognise unsafe behaviours and situations, assert boundaries and understand their rights to respect and safety.

Providing knowledge of support systems: PSHE lessons support pupils in identifying trusted adults, organisations and helplines they can access for help, including how to report concerns.

Promoting safe behaviours: PSHE lessons teach life-skills such as decision-making, problem-solving and critical thinking. Pupils are also taught about the associated dangers of smoking, drugs and alcohol misuse.

Supporting statutory requirements: PSHE education at Perry Hall aligns with statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. (See separate RSE policy).

The PSHE curriculum at Perry Hall promotes each aspect of Spiritual, Moral, Social and Cultural (SMSC) development by:

Spiritual development: PSHE lessons encourage exploration of personal values and beliefs and encourage self-reflection. Emotional literacy is developed and helps pupils understand and express their feelings, and respect others' emotions and perspectives.

Moral development: PSHE lessons teach students to distinguish right from wrong and understand the potential consequences of their actions. Lessons explore ethical issues such as fairness, equality and respect and provides pupils with opportunities to discuss rules and responsibilities.

Social development: PSHE lessons build interpersonal skills such as teamwork, communication and conflict resolution. Lessons address different types of relationships and respect for diversity, helping pupils understand and value differences.

Cultural development: PSHE lessons promote the Modern British Values, - Democracy, The Rule of Law, Mutual Respect, Tolerance and Individual Liberty.

Where appropriate these are also linked to our school core values- 'Go for it', 'Respect everyone', 'Overcome obstacles' and 'Welcome all'.

Implementation

At Perry Hall Primary School, PSHE education is formally timetabled once per week in each year group but runs through the school ethos and core values which are used every day. Every PSHE lesson begins with the sharing of a set of PSHE ground rules and the teacher responsible for delivering the lesson ensures that they are understood and that a safe and effective learning environment is maintained throughout.

Perry Hall uses the SCARF PSHE scheme of work. SCARF is an online, fully resourced, comprehensive PSHE programme which fulfils all DfE statutory requirements for Relationships and Health Education. It is a coherent, sequential, spiral curriculum and at Perry Hall we follow the order of the SCARF suggested long term plan. All lessons and task designs are adapted and/or scaffolded when needed to meet the needs of pupils.

The SCARF curriculum is organised into 6 half-termly units:
Autumn 1: Me and my relationships
Autumn 2: Valuing Difference
Spring 1: Keeping Safe
Spring 2: Rights and Respect
Summer 1: Being my best
Summer 2: Growing and Changing

At Perry Hall, the Growing and Changing unit content (RSE) is delivered in the form of a whole-school focus week. Parents/Carers are informed ahead of delivery and are given the opportunity to view lesson content and/or have a discussion with their child's class teacher or the PSHE lead. (See Trust RSE policy).

There is a balance of disciplinary knowledge development and substantive knowledge development- across the 6 units.

In Early Years, children will work towards achieving the Early Learning Goal in Personal, Social and Emotional Development. These will be delivered through cross curriculum projects outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, stories, videos, role play and assemblies.

In Key Stage 1, pupils will learn how to recognise and name their own and other's feelings and identify some trusted adults. They will learn the key differences between teasing, being unkind and bullying and will identify similarities and differences between others. They will learn basic first aid, how to keep themselves healthy and safe, including medicine safety, age-appropriate ways to stay safe online and identify things our bodies need to stay healthy. They will be taught about looking after things, including responsibilities around money and the environment. They will be taught about healthy foods, simple conflict resolution strategies and the value of a growth mindset.

In Key Stage 2, pupils will learn about the role of and varying intensity of feelings and emotions in response to different situations. They will be given opportunities to apply collaborative skills and to practice and use strategies in compromise or negotiation. They will recognise that there are many different types of families and will be able to identify different origins, national, regional, ethnic and religious backgrounds and will be able to talk about the benefits of living in a diverse society. Pupils will learn basic first aid, be taught about managing risk, staying safe online, drugs and their risks and will be able to define and explain the difference between danger and risk. They will explore decisions associated with lending, borrowing and spending money, learn the difference between fact and opinion and will identify their rights and responsibilities in relation to home, community and the environment. They will explore media awareness, aspirations and goal setting and managing change. They will be taught about body changes during puberty, managing difficult feelings and self-esteem.

The PSHE curriculum for Early Years, Key Stage 1 and Key Stage 2 is enhanced and complemented by the organisation of whole-school events and assemblies to mark Anti-Bullying Week, Children's Mental Health Week, World Mental Health Week, Road Safety Week, Healthy Eating Week and Safer Internet Day. The PSHE curriculum for KS1 and KS2 is also enhanced by SCARF educator-led workshops.

Pupils are encouraged to take up roles of responsibility within school, - including milk and register monitors, Play Leaders and Reading Buddies, - in order to develop confidence and foster a sense of responsibility.

Impact

The SCARF scheme of work is designed as a spiral curriculum. Topics and themes increase in complexity year on year, new learning is related to and builds upon previous learning and learning is continually revisited to consolidate understanding.

A variety of assessment strategies are implemented by staff to measure pupils' progression of skills and knowledge over time. Each unit of work commences with the corresponding pre-unit assessment, this is then repeated at the end of the unit as an evidenced form of formative assessment. The SCARF progression mapping document provides staff with guidance for the key learning intentions and related progression in skills for each SCARF half-termly unit. Assessment guidance that relates to measuring the skills progression is also included. Summative assessments against the expected outcomes statements for each unit are also recorded at the end of each unit. All the above helps to ensure all pupils, including the most disadvantaged and pupils with SEND, have been given the knowledge and cultural capital they need to succeed in life and that where gaps arise, they can be addressed.

The PSHE lead is responsible for monitoring curriculum coverage and undertakes planning trawls on a half-termly basis. Monitoring of teaching and learning, book trawls (looking at children's PSHE books and individual class floor books) and pupil voice conversations are carried out by the subject lead as part of the monitoring cycle termly. The subject lead talks to staff as part of the monitoring process, with the purpose of teaching staff feeding back appropriate information in order to support the ongoing

development of the subject and ensure it is meeting the needs of the pupils. These conversations are also an opportunity for CPD needs to be shared and actioned. The subject lead will produce a written monitoring report at the end of each term, identifying strengths and areas for development within the subject. The PSHE lead will evaluate provision through subject Action Plans and inform Governor's where the subject is now and the intentions for moving forward. PSHE Lead will also liaise with Russell Stanley-Services for Schools PSHE consultant, attend PHMAT PSHE network meetings and inform teaching staff on relevant PSHE updates. Russell Stanley is also utilised to support staff CPD needs across school.

Monitoring and Review of PSHE policy

The PSHE lead and Headteacher will monitor the implementation of this policy. This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance.

Links to other policies and statutory requirements/legislation

Legislation and guidance documents that inform our school's PSHE policy include: Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006) Equality Act (2010)

Keeping children safe in education (2019)

Children and Social Work Act (2020)

Education Act 2002/Academies Act (2010)

Ofsted EIF (2021)

KCSiE (2021)

Promoting FBV as part of SMSC (2014)

Other related policies and documents

Trust RSE policy

Safeguarding policy

Curriculum policy

E-safety policy

Anti-bullying policy

Equality policy

Behaviour policy

Science curriculum

Drug policy

2025