BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Personal, Social, Health Education (PSHE) Policy 2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mr J. Hoyle**
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Headteacher (Mrs G Locke) **Chair of Local Academy Governance (Mrs R. Fuller)**	*G Locke* *R Fuller*

1. What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. It encourages them to build relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided through PSHE education.

Here at Barcroft Academy, we encourage our pupils to take an active part in a wide range of activities and experiences across the curriculum, and to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth and enable pupils to become increasingly responsible for their own learning. We encourage them to reflect on their experiences as they develop individually and socially, in order to tackle many of the SMSC issues that form part of growing up. We teach them about rights and responsibilities so that they learn to appreciate what it means to be a positive member of a diverse multicultural society.

This policy should be read in line with the RSE policy.

2. Vision

At Barcroft Academy we aim to provide the pupils with an environment where they all feel happy and safe. It is a place where they can respectfully express their feelings, thoughts and opinions with other. PSHE enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

3. PSHE Aims and objectives The aims and objectives of learning PSHE Education are to help children:

- Develop relevant and appropriate knowledge about health.
- Develop communication, language and social skills to encourage the exploration and clarification of attitudes, thus enabling them to make choices and informed choices about health.
- Enhance their abilities to make informed choices and decisions, and to develop self-confidence, self-awareness and self-esteem.
- Succeed in developing social skills and social awareness.

- Build respectful attitudes towards others and other people views and opinions. Thrive in their spiritual, moral, social and cultural (SMSC) understanding.
- Develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for the responsibilities and experiences of adult life.
- To understand and manage their feelings.
- Appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Build their awareness in keeping safe.
- To be responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Flourish in creativity and expression.
- To take an active and responsible role in their learning.
- To develop independence and be able to articulate their thoughts in a respectful manner.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

We want our children to:

- Value the achievements they make, and the achievements of others.
- Make informed choices about dealing with risks and meeting challenges now and in the future.
- Decide on values by which they want to live their lives.

4. Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

- Circle time
- Role-play, discussion, debating – whole class, small group
- 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc.
- Stories e.g. exploring behaviour of characters.
- Creative activities and pupil initiated activities.

The delivery of PSHE will be underpinned by SCARF.

SCARF is a teaching program, which will help the children in their personal, social and emotional development and also elements of RSE appropriate to primary aged children. It will bring together work we have been teaching in our PSHE curriculum, and each term we will teach a topic across Year groups Nursery to 6.

These topics will be:

- **S -** Safety
- **C-** Caring
- **A-** Achievement
- **R-** Resilience
- **F-** Friendship

SCARF will help children to develop self-awareness, motivation, social skills and the knowledge to manage their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

5. PSHE within the Early Years Foundation Stage

Early Years use the September 2021 revised Development matters/ Birth to 5 document to plan circle time sessions, adult led lessons and independent activities for the children to access through continuous provision. The different aspects of PSHE are encompassed within Personal, Social and Emotional development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Communication and Language, Physical Development and Understanding the World.). The Nursery and Reception teachers plan quality learning opportunities for PSHE using the Early Years Curriculum to prepare the children for Key Stage 1.

At Barcroft our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals. We also support citizenship education in the Foundation Stage by "developing a child's knowledge and understanding of the world."

PSHE is about making connections and is strongly linked to play. PSHE is taught through a variety of activities such as; role play, stories and small world play. It is also taught on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or during whole school activities.

6. PSHE within Key Stage 1 and 2.

In September 2013, the DfE published a new National Curriculum and in September 2021, the DfE published Personal, social, health and economic (PSHE) education guidance.
Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

PSHE is firmly embedded throughout daily life at Barcroft Academy, and throughout the curriculum. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in circle time and in PSHE lessons and discretely across the curriculum. Our pupils are given opportunities in PSHE lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

We teach PSHE in a variety of ways. It is taught weekly, as a discrete subject, where teachers plan and deliver personalised PSHE lessons. PSHE values may also be introduced and explored within assemblies and class circle time, through links with other subjects such as RE, History, Geography, Literacy, Maths and Science, as well as through educational visits, community work and activities. We also provide the children with a variety of enrichment activities which all support the children's PSHE development to support with local issues such as; The Life Education Caravan, A*Stars and the NSPCC, who visit Barcroft Academy and provide talks and workshops to pupils and parents.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, money week, self-care week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions.

7. Teaching Strategies

All teaching staff use a variety of strategies when delivering PSHE, ensuring they encourage the children to develop knowledge, understanding, skills, attitudes, make choices and to think creatively and critically. Here are some of the effective strategies used by staff when delivering PSHE:

- Asking high order questioning
- Drawing and writing
- Speaking and listening
- Debate and discussion
- Quizzes, games and problem solving
- Investigations
- Projects
- Linking learning to relevant themes and issues
- Drama and role play
- Art and media
- Partner and group work
- Information gathering and sharing.
- Consensus building
- Circle Time
- School Council

8. PSHE and ICT

ICT is central to all aspects of learning; for adults and children in both the school and the wider community. ICT makes a contribution to the teaching of PSHE by encouraging children to work

together in a collaborative manner. Children also develop a sense of global citizenship by using the internet.

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras and/or camcorders. Children may also use iPad to record these themselves. Pupils will be encouraged to: find things out from a variety of sources, selecting and using information to meet their needs; develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

We understand the responsibility to educate our pupils on e-safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

9. Inclusion and Equal Opportunities

Teachers at Barcroft Academy set high expectations and provide learning opportunities matched to the individual needs of all children. We teach PSHE to all children, regardless of their ability. Each individual accesses a full and varied programme of activities. Teachers provide opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, pupils who are more able, pupils who speak English as an additional language, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background.

Knowledge, skills and understanding are taught in ways that suit pupil's current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve. In order to provide access to learning and to meet pupil's diverse needs, specific action will be taken by staff to:

- Create effective learning environments to support communication, language and literacy.
- Provide a multi-sensory approach using a variety of media.
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate.
- Use appropriate assessment approaches to inform future learning. Set targets for learning and behaviour including taking steps to help pupils manage their own emotions.
- Set targets for children with special education needs (SEND) using their individual education plans to inform planning, teaching and learning.
- Provide additional opportunities to children who are more able by encouraging them to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

10. Assessment and Recording

At Barcroft Academy, teachers assess the children's work in PSHE by making informal judgements as they listen to and observe children during lessons and by completing assessments of their work. Teachers have clear expectations of what the pupils will know, understand and be able to do at the end of each phase. No formal examinations are set in PSHE,

but each child's achievements in these areas are reported to parents each year. Teachers integrate effective Assessment for Learning (AfL) in all areas of the curriculum.

In PSHE, this involves:

- Planning learning which builds on children's prior knowledge and shows progression.
- Implementing assessment-based planning so that lessons consistently meet children's needs. Using self and peer assessment to involve children in understanding their own learning and next steps.
- Using mind maps to show what the children know, would like to find out and what they have learnt.
- Recording and sharing key experiences and learning in each class PSHE learning book to share with others.
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more.

Records of progress in PSHE

- In EY's Personal, Social and Emotional Development (PSHE) activities are evidenced in children's individual learning journeys. Additionally to this Reception have a topic book.
- Each child from Year 1-6 has a PSHE book.
- Before each topic begins, the children will complete a prior learning quiz to demonstrate the knowledge that they have retained in previous years around topics that are relevant to their new one.
- At the start of each unit is a big picture sheet with the learning objectives.
- At the end of each topic the children complete a short quiz to show their knowledge and understanding of what has been taught.
- Examples of children's work, parent workshops, children's evaluations, photographs and celebrated in the class book.

11. The Academy Council

The Pastoral Team leads the academy council. The Academy Council hold regular meetings to discuss and make decisions on various aspects of school life, including the school environment, behaviour, sports, arts provision and charity fund-raising activities. Elections are held at the beginning of each school year to select representatives from Key Stage 1 and Key Stage 2.

12. Role of the Subject Leader

The role of the subject leader is to:

- Advise and support staff in planning teaching and learning of PSHE
- Support staff with subject knowledge e.g. RSE
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- Use feedback from monitoring to develop an action plan for PSHE with realistic and developmental targets.

- Audit, identify, purchase and organise all PSHE resources, ensuring they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document
- Keep up-to-date on the use of PSHE/RSE in the curriculum.
- Promote PSHE throughout the school e.g. Special days, assemblies, parent workshops, International week etc…

13. Partnership with Parents and the Local Community

At Barcroft Academy, we aim for PSHE to compliment the personal and social development of children provided in the home and the local community. Parents are encouraged to become involved in the life of the school, with extra-curricular activities and in fund raising.

Barcroft Academy values the contributions of the community and outside agencies to the PSHE and citizenship of its children through active involvement in the life and philosophy of the school. Barcroft Academy invites a wide range of representatives from the local area to talk to the children and lead workshops within the school, including the NSPCC, Tesco and the Fire Service, as well as local religious and community-based figures. Theatre in education groups are encouraged to support and develop PSHE and Citizenship topics in our school. The wider PSHE curriculum is also supported by partnerships with the local police, police educational initiatives focusing on local issues such as staying safe in the community and Street Teams who focus on social media and safer internet use.

14. Monitoring and Review

The PSHE co-ordinator is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the governing body upon its review.