

The British School

Working together for our children's future



PSHE Curriculum Intent, Implementation and Impact

This policy links with other policies mentioned on the final page which are all available from the school office.

1. Introduction

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning.

INTENT:

2. Our Aim

At The British School we regard PSHE as an important, integral component of the whole curriculum. Our PSHE provision supports our school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

IMPLEMENTATION:

3. Curriculum

At The British School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted when necessary, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

In the Early Years Foundation Stage PSHE is developed through the following areas of the EYFS curriculum: Self-Regulation, Managing Self and Building Relationships. Evidence is gathered and assessment in these areas is made at the end of Reception against the relevant 'Early Learning Goals'.

During Key Stage 1, children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2, children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from The British School. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

4. Provision

While each class teacher follows the structure of the **SCARF** scheme, teaching weekly 30-minute lessons, PSHE cannot always be confined to specific timetabled time. Occasionally some unforeseen needs arise in a class or amongst a group of children and the teachers use their professional judgement at this time to deliver the necessary PSHE lessons.

PSHE is delivered within a whole school approach which includes:

- Dedicated lessons delivered by class teacher or PPA teacher
- Teaching PSHE through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE school events
- Pastoral care, guidance and interventions (ELSA)
- Visiting speakers

The school participates in themed days and other initiatives which are strongly linked to PSHE, for example:

- **World Mental Health Day/Children's Mental Health Week/Anti-Bullying Week**

- **Show Racism the Red Card/Children in Need/Sport Relief/Harvest Foodbank Collection**
- **School Values**
- **Internet Safety Day**
- **RE enrichment days**

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning and discussion. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open forum where classroom rules of behaviour have been agreed and contributed to by the children.

The school also has a pro-active School & Eco council made of 2 representatives from each class who meet and feed back to their class on a fortnightly basis. This gives the opportunity for each individual to be heard and make positive changes to the school through a democratic system.

5. Relationships within School

Relationships at The British School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. At The British School the mental health and wellbeing of the children and staff is of huge importance and positive relationships between children and staff are prioritised throughout the year. This can be seen in our Behaviour Policy, in which we focus on positive, reflective and restorative discussions.

6. Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that The British School's PSHE supports the personal and social development of children at home. Before approaching a new topic, any special need in this area is identified and provision is made for the specific child(ren) to receive prior teaching and/or a special session with a suitable trained teacher or teaching assistant. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

IMPACT:

7. Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this. Some lessons may require more discussion time rather than that time being dedicated to written work, therefore the PSHE lead recommends that 50% of lessons are evidenced. This allows teachers to select lessons where completing a written activity would not be the best use of time for that specific learning objective and simply dedicate the entire lesson to high quality discussion.

Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge and post-assessments completed by the children.

8. Monitoring and Evaluation:

The PSHE subject leader is responsible for monitoring and evaluating the curriculum and pupil progress. This is done through data analysis, learning walks, drop ins, Pupil Voice, planning scrutiny, book looks, staff discussion and feedback, moderation and audits of resources used. This information feeds into the PSHE lead's action planning.

9. Other Policies

The following policies link closely with the PSHE policy:

- RSE Policy
- Food policy
- Healthy Eating policy
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Pastoral Support Policy
- Confidentiality
- Drug education policy
- SMSC policy

10. Review

The PSHE subject leader is responsible for reviewing this policy annually and for assessing its implementation and effectiveness regularly.

Policy reviewed in February 2025 by Holly Carter, PSHE Subject Lead

NEXT REVIEW February 2026