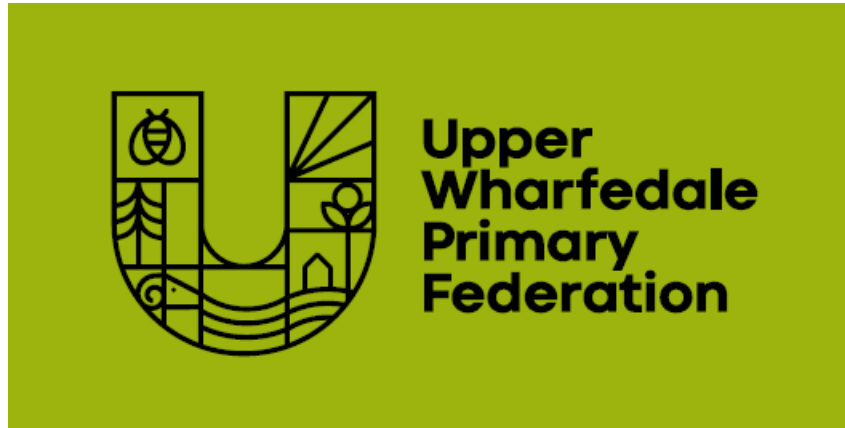




UPPER WHARFEDALE PRIMARY FEDERATION

Be the Light

- Matthew 5:14

Our vision is to help each child **flourish** into a caring, confident and resilient young person who has a **love of learning**. We will do this through our shared Christian **values** of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our **innovative** and **inspiring** approach to teaching and learning.

PSHE Policy

Policy reviewed: September 2026

Next Review: September 2027

Policy statement written by: Rebecca Paskin

Executive Headteachers: Mrs Claire Greenwood and Miss Wendy Thompson

Chair of Governors: Richard Ingram

Whole School Ethos

Through PSHE we promote an inclusive environment that meets the needs of all children, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Through our 'Be the Light' ethos we aim to develop children's character, which we define as a set of positive personal traits (thankfulness, love, forgiveness, kindness and trust), dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others. This gives children the qualities they need to flourish in our society.

We also use PSHE to develop and deepen children's understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. As well as teaching children about protected characteristics in accordance to the Equality Act 2010.

Introduction

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible. We encourage our children to play a positive role in contributing to the life of the Federation and the wider community. In doing so; we help develop their sense of self-worth.

Our Personal, Social and Health Education (PSHE) programme, alongside our Relationships, Sex and Health Education (RSHE) programme promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge the need to keep themselves safe (online and in the real world). It also develops pupils' age appropriate understanding of healthy relationships through relationship education and the RSHE curriculum.

We also use PSHE to teach children about resilience and giving them strategies to keep themselves mentally healthy. We develop children's understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.

Teaching and learning

At Upper Wharfedale Primary Federation, PSHE is taught through a combination of the SCARF programme, a bespoke Key Stage 2 curriculum and the myHappyMind programme.

In EYFS and Key Stage 1, the SCARF scheme provides the foundation for our PSHE curriculum, ensuring full coverage of the statutory requirements and supporting children's personal, social and emotional development.

In Key Stage 2, we deliver a bespoke PSHE curriculum that has been carefully designed to meet the needs of our pupils and school community. We continue to draw upon SCARF resources where appropriate to enhance learning and ensure comprehensive coverage of statutory content.

Relationships and Sex Education (RSE) is delivered through the SCARF programme across the school, ensuring that all statutory requirements are met in an age-appropriate and progressive way.

We use the myHappyMind programme alongside our PSHE curriculum to support children's mental health and wellbeing. Through myHappyMind, children develop an understanding of how their brains work, learn strategies to build resilience, develop positive relationships and support their emotional wellbeing.

In EYFS and Key Stage 1, 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 as part of our planning and review process, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject leader 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.

In EYFS and Key Stage 1, class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons are taught weekly. 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, and where necessary adapted, 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. Assessment is completed by the class teacher enabling them and the child to see progress that has been made over the course of each half-termly unit of lesson plans.

We use a range of teaching and learning styles:

- We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities.
- We encourage the children to take part in a range of practical activities that promote active citizenship, such as fundraising, the planning of school special events including collective worship or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We run Pupil Leadership groups (School Council and Worship committees)
- Our federation schools have timetabled sessions for individual Year groups to come together giving children the opportunity to belong to a range of wider social groups. This, along with access to before and after school clubs, help to meet children's needs and special abilities. They increase their self-esteem and develop good relationships with others.
- We offer children the opportunity to hear visiting speakers such as health workers, police officers and representatives from the local community. The professionals whom we invite into school talk about their role in society and role model a positive and supportive local community, enhancing children's knowledge of the wider community.

PSHE curriculum planning:

What is being taught?

EYFS and KS1

The SCARF programme divides the year into 6 themed units:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Rights and Respect

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

KS2 – using some SCARF resources

Keeping Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and safety in the area that we live.

Money

Includes learning about money including how it is earned, spent and saved. This unit will include an enterprise project.

Diversity around us

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

First Aid

Includes learning how to call for help and different basic first aid skills. Resources for sessions from St Johns Ambulance.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the basic concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans

and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning about what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase (please see our RSE policy for full details about how we deliver sex education).

How is it being taught?

PSHE is taught weekly. EYFS are taught separately to incorporate the early learning goals. Key Stage 1 are also taught separately during federation working. Key Stage 2 are taught in classes and the work is differentiated accordingly through careful planning. RSE elements in Summer 2 are taught in separate year groups during federation working.

Our subject overview and progression document can be found on the PSHE area on our website.

The Role of the Co-ordinator

- Lead policy development and implementation.
- Plan and lead staff training.
- Advise and support colleagues.
- Contribute to year group and individual teachers plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources.

Review and Monitoring

The policy will be monitored and evaluated by:

- Head teachers
- PSHE Co-coordinator
- LA Advisors & Inspectors.
- Governors
- Outcomes from the Growing Up in North Yorkshire questionnaire informs planning, teaching and learning