

## **PSHE at Ashmole Primary School**



“Today’s children and young people are growing up in a rapidly changing world, full of opportunities. PSHE education is the school subject which prepares them for life and work in this changing world, helping to keep pupils safe, healthy and boosting their life chances.”

### **Intent**

At Ashmole Primary School, we are aware of the way that PSHE supports many of the principles of our SMSC, RSE and British Values Policies. In addition to this, we believe that quality PSHE and RSE teaching is an important element in helping our school to carry out its duty of care with regards to safeguarding. The DfE’s statutory ‘Keeping Children Safe in Education’ (Sep 2020) guidance states that ‘Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.’ A key area of focus identified within our school is the continuous rise in the use of the internet, we therefore ensure that we make clear links in the teaching of internet safety with the principles of our safeguarding, PSHE and RSE policies.

Personal, Social and Health Education (PSHE) and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so 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. At Ashmole Primary School we encourage all children to develop their Spiritual, Moral, Social and Cultural (SMSC) awareness through each curriculum area. SMSC is deeply embedded throughout the whole of the PSHE curriculum and the themes that are taught throughout the year. Every lesson from Early Years to upper primary offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. The school aims to teach all pupils 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 life and learning. This is made possible by using our SCARF scheme, tailoring the scheme to meet the needs of the school community, ensuring it is accessible for ALL pupils and links to our well embedded values-based curriculum.

## **Implementation**

At Ashmole Primary School, we have adopted the SCARF scheme of work, which also supports our teaching of RSE throughout the school. Teachers adapt this scheme in order to reflect the needs of their pupils and context of our school. Half-termly units develop knowledge, skills and understanding in the areas of:

- Me and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

SCARF provides a comprehensive spiral curriculum for PSHE and RSE education, including mental health and wellbeing. Using SCARF across all age groups ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. Its cohesive vision helps children understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, SCARF equips us to deliver engaging and relevant PSHE and RSE education.

As well as delivering discrete, weekly PSHE lessons so that individuals and the class as a whole have opportunities to talk about and reflect on issues important to them, we ensure that we embed the knowledge and skills taught, across the curriculum. Alongside the SCARF scheme, we take great pride in weaving many other elements of the curriculum into our school community. Our school values play an imperative role in each and every day at Ashmole Primary school, both inside the classroom and outside. Our school assemblies focus on our values and enable the children's spiritual, moral, social and cultural curiosity to be stimulated, challenged and nurtured. Our weekly celebration assembly celebrate pupil's achievement or successes, including those which are non-academic and highlight those children that have demonstrated our monthly value. Pupils are also recognised and rewarded for active participation in school and the community life in our assemblies and weekly newsletters. In addition, special events, charity campaigns and themed awareness days/ weeks provide great opportunities for our children to explore a variety of topical issues. Pupil voice is vital to development of continuing to build our strong school community. Our School Council, playground buddies, Eco-Warriors, Bike It Crew, Junior travel ambassadors and Online Safety Rangers play a fundamental role in highlighting the importance of their roles and raising issues that we as a school can improve to help each other and help others. At Ashmole we are committed to Borough and national initiatives to improve the health and wellbeing of our pupils and local community. These include Barnet Healthy Schools – with our Bronze Award status, The Big Walk and Wheel and Sustran's Walk to school scheme.

Through great communication with our parents and carers, we ensure that they are regularly informed of any updates to our PSHE/ RSE policies, are aware topics being covered in each term and supportive of any initiatives/ awareness weeks we are focusing on.

This information is also always clear and visible on our school website for parents and carers to refer to when necessary.

### **Impact**

At Ashmole Primary School we firmly believe that our whole school approach to the teaching of PSHE and RSE demonstrates a clear link between children's mental and physical wellbeing, and the pupil's attainment. This approach to mental wellbeing, involving teachers, pupils and parents/carers working together impacts significantly on pupils' wellbeing, behaviour and learning. This idea is further supported by PHE (Public Health England) in their publication 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach' which states that, *"Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and had been found to be effective in bringing about and sustaining health benefits."*

Assessment within discrete PSHE lessons, ensures that pupils are building on their skills and knowledge over time. Our assessment system demonstrates progression and also uniformity between parallel classes. Each new topic begins with completing a KWL board, which is returned to at the end of a topic in order for pupils to self-assess their learning and progress. We use 'I can' statements, summarising learning against each unit's key learning outcomes for each pupils, evident in their PSHE books. These statements are at three levels – emerging, expected and exceeding. They assess the key learning outcomes for each half-termly unit.

We also recognise individual progress within the classroom and being awarded certificates during weekly celebration assemblies. In order to be confident in the impact of PSHE across the whole school community, the PSHE leader monitors the subject through discussion with pupils, gathering evidence of written activities, monitoring displays and through ongoing discussion with colleagues.

Through our PSHE and RSE curriculum we believe that we support our pupils in becoming confident, tolerant and well-rounded adults. They learn to be prepared for and know how to approach a range of real life situations and apply their RSE skills and personal qualities to help navigate themselves through life in modern Britain and beyond. Children become caring, respectful, responsible and confident individuals and citizens.