



Lea Endowed CE Primary School

Personal, Social and Health Education Policy (PSHE)

June 2025

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

Overall School Aims and Objectives

At Lea Endowed high quality health and relationship education is embedded within our daily lives. We aim to support all pupils to develop a deep sense of belonging within our school family, local community, and wider world and to ensure they are happy, healthy and safe. It is our intention that all children learn how to build and maintain healthy relationships and are equipped with the knowledge and skills to take with them into adult life. We instil the values of love and respect for all and develop an appreciation for everyone. With our school Christian values and the fundamental British Values at the heart of all we do, we ensure difference and diversity are celebrated. We aim to encourage the children to use their voice as a powerful tool for change and we nurture their ability to make healthy choices and decisions that prepare them for the future. We aspire for all children to leave Lea Endowed as happy and joyful citizens, who are enabled to make a positive contribution to society.

Children need self-awareness, positive self-esteem and confidence to:

- ✚ Stay as healthy as possible
- ✚ Keep themselves and others safe
- ✚ Have worthwhile and fulfilling relationships
- ✚ Respect the differences between people
- ✚ Develop independence and responsibility
- ✚ Play an active role as a member of a democratic society
- ✚ Make the most of their own and others' abilities

PSHE is central to the educational entitlement of all children and permeates all aspects of life in school. It is encompassed within the teaching of all subjects within the National Curriculum. The interdependent aims for the school curriculum cannot be achieved fully without the provision of PSHE.

PSHE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- ✚ Behaviour Policy including Anti-Bullying Strategy
- ✚ Safeguarding & Child Protection
- ✚ Relationship and Sex Education
- ✚ Puberty and Growing Up
- ✚ Science
- ✚ Health & Safety
- ✚ Single Equalities

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values. All stakeholders contribute to the personal, social and healthy development of children in school.

Teaching and Learning

At Lea Endowed CE School PSHE is embedded throughout daily life. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions.

A large part of the PSHE curriculum is planned and taught through discrete PSHE lessons which are based on the SCARF scheme of work which is a comprehensive model for PSHE and Wellbeing education.

PSHE is also taught through other subject areas, alongside the use of Collective, Key Stage and Class Worship, the Extra Miler, Eco and Ethos groups.

CITIZENSHIP THROUGH PSHE

Citizenship is embedded throughout PSHE and is crucial in children knowing where they fit and what their responsibilities are in the wider world.

Through a variety of learning experiences Lea Endowed CE School helps each child:

- ✚ Know they are unique, precious and highly valued by God and by our school family
- ✚ To develop greater understanding of other cultures and faiths
- ✚ Develop confidence/independence and think and act for him/herself
- ✚ Acquire personal qualities, values and social skills
- ✚ Takes their place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society.
- ✚ Value and respect each other / living things / the local and global environment
- ✚ To be able to share and co-operate
- ✚ Value their achievements
- ✚ Identify with our Christian and British Values, including Protected Characteristics, and be respectful of them throughout our daily lives.

SEND, Inclusion, Equity and Diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through personalised learning which meets the unique needs of individual pupils. Where pupils with SEND are in need of further support, appropriate intervention will be put in place. Children at Lea Endowed have access to a Pastoral Care Team, including a Learning Mentor from Achieve 360 who meets with pupils regularly on an individual basis to discuss issues that are of concern to them. This covers a range of issues including self-esteem, friendships, family and home life. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure they have equity within the PSHE provision.

We promote responsibility and expect our pupils to show a high regard for the needs of others by respecting all viewpoints, creating a teaching environment where everyone is valued as an individual and no one should feel judged or apprehensive to share their views, should they be different to their peers. Staff members model positive behaviours of listening and valuing each child. We will use PSHE (alongside RSE) as a vehicle to address diversity and to ensure equity for all by promoting the values of love and respect.

How will we ensure that our equalities obligations are fulfilled?

At Lea Endowed we are fully committed to upholding the Equality Act 2010 and ensure pupils and staff treat everyone with dignity and respect in accordance with the nine protected characteristics;

- + disability and educational needs
- + age
- + gender identity
- + race
- + nationality and ethnic or national origin
- + religion
- + pregnancy and maternity
- + sex
- + sexual orientation

PSHE & British Values

The government set out its definition of British Values in the 2011 Prevent Strategy. The Department for Education state that there is a need...

“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

In accordance with The Department for Education we aim to actively promote British values in school to ensure young people leave prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. Our children are encouraged to understand that different people hold different views and it is acceptable to *“disagree well”*.

How will we ensure inclusion and differentiate learning?

We will identify pupils’ different starting points by using assessment information passed onto class teachers through the school’s transition process and through Foundation Subject Assessments. This enables staff to develop an understanding of the personal and social needs of the class and areas of development and next steps in relation to their personal development. We will respect children’s unique starting points by providing learning that is differentiated according to need. Should further work on any key area be identified, this will be of priority to the class teacher who will adapt teaching accordingly. This may be cohort specific, related to issues pertinent to our local community, or global events. We will offer challenge to our more able pupils by developing pupils’ independent learning skills and growing pupils as leaders within group and class contexts.

CURRICULUM AND SCHOOL ORGANISATION

Class teachers may use their own methods when teaching PSHE, while, at the same time, ensuring these compliment and reflect the overall aims and philosophy of the school.

PSHE is developed in the following ways:

- + Weekly lessons based on the SCARF scheme of work.

- ✚ Each class follows the six themes which are developed on our school Medium Term Planning documents:

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

- ✚ In the EYFS, PSHE education is about making connections. It is strongly linked to child led activities, including play. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities as members of a small group or whole school activities.
- ✚ Very regular references made to Keeping Safe Online with age- appropriate teaching regarding issues such as; sexting, grooming, appropriate sharing of images
- ✚ 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.
- ✚ There are many cross-curricular links made, particularly in Science, RE and Geography
- ✚ Worship, including child-led worship, is an invaluable vehicle for exploring the six themes and how they interweave with our Christian ethos. Children are encouraged to ask Big Questions.
- ✚ Picture News is used across school to explore our themes and raise awareness of current issues in the wider world and further embed the children's understanding of Protected Characteristics
- ✚ The personal and social development of children at Lea Endowed CE School is enhanced by work on environmental education, including projects for children to look after and improve the school and global environments.

- ✚ Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships and Sex Education (RSE).
- ✚ PSHE is further enhanced by encouraging the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as assemblies and themed weeks such as, Children's Mental Health Week, Anti-Bullying Week), or involvement in helping other individuals or groups less fortunate than themselves.
- ✚ The **Extra Milers** (our school council), with representatives from each class (Y3-Y6), are involved in making democratic decisions about the life of the school. The Extra Milers, are founded on Jesus' teaching; to always put a special effort into everything we do. They have been voted for by staff and children for their Extra efforts in every area of school life. Extra Miler Meetings are held regularly to discuss and take decisions on various aspects of school life, including, the school environment, behaviour, sports and arts provision, and charity fund-raising activities. Mrs Seagrave and Mrs Bolton are responsible for co-ordinating the Extra Milers.
- ✚ We have an active **Ethos group** which helps other children to have greater understanding of our Christian Values, helps to plan and lead our worship, develop links within the community and promotes care of our local and global environment, alongside the Eco Group. Mrs Bolton and Mrs Seagrave are responsible for coordinating the Ethos group.
- ✚ As part of our commitment to caring for God's wonderful creation, we have an established **Eco Group**. Together they raise awareness of ecological issues, planting trees, running competitions, litter picking, poster campaigns and improving our school environment. Miss Wilson is responsible for the Eco group.
- ✚ Children in Year 6 are encouraged to develop their understanding of the world of work and of finance and enterprise. Each year they undertake a unit of work which is based on the Summer Business Enterprise. The children are involved in researching, marketing and running this event which is well received by the whole school family. This gives the children an excellent insight into enterprise in general and they share a large percentage of their profits with local and global charities.

PLANNING

In planning our long and medium term curriculum provision for PSHE is bespoke to our school, including our mixed age classes. Planning follows the six themes identified in the SCARF scheme of work. Teachers adapt the SCARF resources to meet the needs of our children. Whilst discrete PSHE lessons are planned for using our school planning format, staff use every opportunity to weave the life lessons and skills into every area of school life.

ASSESSMENT

Assessment of PSHE is a continuous process, with the development of the children being monitored through use of the SCARF recording sheets, observations of discussions, role

play activities and reactions to situations in and around school. At the end of each unit of work, staff assess the children using the markers for assessment detailed on the medium term plan, which is then cascaded to the PSHE subject leads, to monitor impact and inform future planning.

Evidence of PSHE will be found within staff planning files, Deep & Wide Floor books, RE books and PSHE/RSE exemplar books. Where appropriate, examples of children's own initiatives (both in and out of school), involvement within school events and activities, and home-school links will provide further evidence.

Partnership with Parents/Carers, The Church and The Local Community

At Lea Endowed CE School we aim for PSHE to complement personal and social development of children provided in the home and the local community. A high priority is working with parents/carers and is a vital part of the Home-School Agreement.

Parents/carers are encouraged to become involved in the life of the school, helping in class, extra-curricular activities and fund raising. Parents are kept fully informed of the school's policy for Sex and Relationships Education.

We value the contributions of the community and outside agencies to personal, social and health development and citizenship of our children through active involvement in the life and philosophy of the school.

We invite a wide range of representatives to talk to the children, including the School nurse, Police, Fire Service, NSPCC, Life Bus, Magistrates, people of faiths and denominations, and other local community figures.

Our school website gives additional information on our PSHE curriculum for parents and carers to access if required. Parents are invited to view our resources and discuss any concerns with our staff.

Policy written by: R Bolton and C Seagrave (PSHE/RSE Leads)

PSHE Governor: I Williamson

Policy updated: June 2025

Policy to be reviewed: June 2026 (or earlier if required)

LONG TERM PLAN PSHE

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Being My Best	Growing and Changing	Valuing Differences	Me and My Relationships	Rights & Responsibilities	Keeping Myself Safe
Year 1, 2	Being My Best	Growing and Changing	Valuing Differences	Me and My Relationships	Rights & Responsibilities	Keeping Myself Safe
Year 3, 4, 5	Valuing Differences	Me and My Relationships	Being My Best	Keeping Myself Safe	Rights & Responsibilities	Growing and Changing
Year 6	Being My Best	Valuing Differences	Rights & Responsibilities	Growing and Changing	Me and My Relationships	Keeping Myself Safe

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Growing and Changing	Being My Best	Me and My Relationships	Keeping Myself Safe	Rights & Responsibilities	Valuing Differences
Year 1, 2	Growing and Changing	Being My Best	Me and My Relationships	Keeping Myself Safe	Rights & Responsibilities	Valuing Differences
Year 3, 4, 5	Being My Best	Keeping Myself Safe	Growing and Changing	Me and My Relationships	Rights & Responsibilities	Valuing Differences
Year 6	Being My Best	Valuing Differences	Rights & Responsibilities	Growing and Changing	Me and My Relationships	Keeping Myself Safe

Cycle C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Being My Best	Growing and Changing	Keeping Myself Safe	Me and My Relationships	Rights & Responsibilities	Valuing Differences
Year 1, 2	Being My Best	Growing and Changing	Keeping Myself Safe	Me and My Relationships	Rights & Responsibilities	Valuing Differences
Year 3, 4, 5	Keeping Myself Safe	Growing and Changing	Me and My Relationships	Valuing Differences	Rights & Responsibilities	Being My Best
Year 6	Being My Best	Valuing Differences	Rights & Responsibilities	Growing and Changing	Me and My Relationships	Keeping Myself Safe