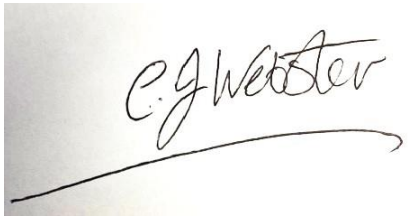
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PSHE Policy

This policy was agreed in November 2026 and will be reviewed in November 2028



Chair of Governors Date: Nov 2026



Headteacher Date: Nov 2026

INTRODUCTION

Our PSHE education, including statutory Relationships, Sex and Health education provides a framework though which key skills, attributes and knowledge are developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The Peak Federation's PSHE provision supports our aim 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 our entire curriculum and culture.

We follow Corum Life PSHE curriculum which uses 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 and Health education are critical to ensuring children are effective learners.

IMPLEMENTATION

At The Peak Federation, we base our curriculum mainly on the Coram Life Education SCARF Curriculum which stands for Safety, Caring, Achievement, Resilience and

Friendship and provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. We also adapt our teaching to the current needs of the children in our class, where necessary.

SCARF is a spiral curriculum, which ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning. Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools allowing the school to embed a comprehensive PSHE and Wellbeing programme throughout the school. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Topics within SCARF that are covered each half term include:
- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Respect
- Being My Best
- Growing and Changing

Key areas given our locality include targeting road safety and looking after our teeth. We also place importance on Keeping Safe Online as children receive termly lessons on this subject.

Our curriculum also includes opportunities to link British Values, Social Moral Spiritual Culture (SMSC). Children have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum. This vocabulary used throughout the teaching of PSHE, British Values and SMSC enables pupils to make links across the wider curriculum.

All subjects, where possible, make a link to PSHE, British Values and SMSC. Our curriculum is further enriched by planned in workshops and visitors as well as adapting to the needs of our pupils each term. Provision is made for children who are vulnerable and /or have SEND, to access year group objectives where possible; a personalised curriculum may be needed for a very small number of children working well below year group objectives. Opportunities are given for consolidation of learning from previous years, and differentiation is used as appropriate to meet the needs of all children. All year groups plan lessons to ensure that the children develop their understanding of the subject, building on previous knowledge.

Children are assessed throughout the year on their understanding of the unit they have been studying, using the SCARF assessment tools. Children are identified as emerging, expected or exceeding age-related expectations. Pre and post learning assessments are used, alongside reflections on learning where the children record their thoughts in class discussions. Pupil interviews are conducted across school in order to further assess knowledge and understanding. As a result of high-quality teaching and engaging experiences, children are well prepared for the next stage in their education.

IMPACT

Children are able to demonstrate:

- the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- a healthy outlook towards school – attendance will be in-line with national and behaviour will be good
- achieve age-related expectations across the wider curriculum
- have good physical and mental health
- have resilience to 'bounce back' when faced with adverse childhood experiences
- will have a growth mindset
- develop positive and healthy relationship with their peers both now and in the future
- understand the physical aspects involved in RSE at an age-appropriate level
- will have respect for themselves and others
- will have positive body images
- are able to set and maintain personal boundaries
- are able to ask for help from a trusted adult

This policy will be reviewed in 2028

Jen Chapman October 2026