

The Peak Federation

(Bamford and Grindleford Primary schools)

Personal, Social & Health and Education (PSHE) Policy

Category: Curriculum

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<b>Derbyshire County Council (DCC) model used/ adopted?</b>	No	<b>Model date: N/A</b>
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<b>Reviewed by:</b>	Jen Chapman	
<b>Nominated Governor:</b>		
<b>Review Period:</b>	2 yr	
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<b>Should it be on the Website?</b>	Yes	
<b>Is there personal information in the document?*</b>	No	
<b>Related Documents:</b>	Curriculum Policy SEND Policy SRE Policy RE Policy	

## **PSHE Intent**

To deliver a Personal, Social, Health and Economic curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, children will become healthy, independent and responsible members of society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

## **Implementation**

At The Peak Federation, we base our curriculum mainly on the Coram 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.

SCARF 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. Opportunities are given for Greater Depth children to develop their own line of enquiry. Provision is made for children who are vulnerable to meeting age-related expectations to enable them to access year group objectives wherever possible. 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 on the unit work they have been studying using their Reflective Journal. 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 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

**This policy will be reviewed in 2027**

**Jen Champman**

**March 2025**