



Thrupp Primary School

Personal, Social Health Education and Citizenship Policy

Approved by:	
Reviewed:	June 2025
Next review due by:	June 2028

Thrupp Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Intent

At Thrupp Primary School the intent of our PSHE curriculum is to deliver a 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 they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially. It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

Our PSHE Curriculum Framework is a whole school thematic approach so that different year groups will be working on the same themes at the same time throughout the year. This allows for cross-phase collaboration and enables school to link the PSHE curriculum to our whole school assemblies. This whole school approach allows teachers to plan and build a spiral programme of learning year on year allowing children to build on what they know and deepen their understanding.

We want the pupils at Thrupp Primary School to have the 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.

Statutory Requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. (See separate Relationships and Sex Education policy)

Health Education is also statutory in all schools¹.

We at Thrupp school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Implementation and Assessment

Our PSHE, Citizenship and British Values education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be 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

¹ Except Independent Schools where PSHE education remains statutory.

messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE, Citizenship and British Values provision supports the school's aims 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 the entire school's curriculum and culture.

The Teaching and Learning of PSHE, Citizenship and British Values at Thrupp will take many forms:

- Promoting the use of circle time as a regular activity in every classroom. Circle time will cover the planned scheme topics, as well as focusing on raising self-esteem and personal worth, following the SEAL's programme for assemblies and planned PSHE class sessions
- Involving children in the community life of our school, eg class responsibilities such as swimming partners, reading buddies, showing visitors around our school, school council, school environment responsibilities etc..
- Using positive approaches to consistent behaviour management procedures, (see behaviour for success policy)
- Involving children in identifying and owning their own rule systems and Personalised Learning.
- Recognising the needs of individuals, in conjunction with equality of opportunity. (see equal opportunity policy)
- Make a clear commitment to drugs education, by following the Gloucestershire guidelines.
- Using everyday occurrences as an opportunity to consider social and moral issues and also using PSHE as an opportunity to raise moral issues.
- Encouraging children to take responsibility for their own learning.
- Creating opportunities for experiencing success at all levels of academic and personal achievement.
- Identifying and practising a clear anti-bullying policy, (see anti-bullying policy)
- Using a variety of teaching and learning strategies, including collaborative group work.
- Promoting positive relationships based on mutual respect, between all members of the school community.
- Identifying taught programmes of health, safety, citizenship and sex education within the curriculum.
- Introducing relevant visits and visitors to enhance teaching and widen perspectives.
- Offering a wide range of extra-curricular activities to promote individual choice and development.

PSHE, Citizenship and British Values can be identified through:

- 1. The ethos and organisation of the school.**
- 2. Value systems evident in relationships in action.**

- 3. Timetabled teaching sessions**
- 4. Whole school and key stage assemblies.**

At Thrupp School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow five of the six suggested half termly units (in term 6 we use the Gloucestershire RSE Scheme which is taught in year groups rather than class groups) 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.

Our PSHE subject lead 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.

Class teachers follow five of the suggested six half termly units provided by SCARF for each year (Gloucestershire Relationships and Sex Education Scheme is used in term 6 and taught in year groups). Lessons can be a weekly standalone PSHE lesson or be cross curricular. 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 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.

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by using the SCARF Summative Assessment 'I can...' skills statements, at the end of each unit which summarise children's learning against the unit's key learning outcomes. We have clear expectations of what the pupils will know, understand and be able to do at the end of the key stage. PSHE progress will be reported on annually within a child's end of year report.

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE, Citizenship and British Values education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on

an individual basis to develop personal skills such as dressing, feeding and toileting. 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 occasionally during whole-school activities.

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: during this term we follow Gloucestershire's Relationships and Sex Education scheme of work, which is taught in year groups rather than as a whole class.

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.

Inclusion and Equal Opportunities

We teach PSHE and citizenship to all children at Thrupp Primary School. We are an inclusive school and equal access to the PSHE and Citizenship curriculum will be given to our pupils irrespective of gender, ethnicity and social background. Developments will be in line with the school policy on equal opportunities. Equality of opportunity should permeate all aspects of school life, and is the responsibility of every member of the school community.

In the context of the school we feel the most appropriate definition is that:

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

Ethos and Atmosphere

- At Thrupp Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an openness of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality opportunity.
- Although physical access to the school is difficult under normal circumstances vehicular access to a school door can be easily arranged for disabled visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Special Educational Needs and Disabilities:

Appropriate adjustments will be made for pupils who have special educational needs. A differentiated approach will operate at the planning stage and be adjusted to suit the needs of individual pupils. Specific pupil's needs will be provided for in line with the school policy on SEND.

We will endeavour to recognise those pupils who show more ability and maturity and perform above that expected of their age in PSHE. These pupils will be given opportunities and tasks to maximise learning and development within PSHE.

Work in PSHE takes into account the targets set for individual children in their My Plans.

Parental Involvement

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education.

Monitoring and Review

The PSHE subject leader is responsible for improving the standards of teaching and learning through monitoring and review of:

- Pupil progress
- The quality of the learning environment
- Lesson observations and learning walks
- Pupil and staff interviews
- Sample book scrutiny
- Planning scrutiny
- Purchasing and organising resources for teaching and learning

- Auditing and supporting colleagues in their CPD, including disseminating information from external sources and leading staff meeting and staff development time when devoted to the subject.
- Taking the lead in policy development
- Keeping up to date with recent PSHE developments.

Governors are responsible for ensuring implementation of the PSHE Policy. Monitoring is carried out by members of the Standards Committee on behalf of the Governing Body.

Policy Review

This policy will be reviewed by June 2028

Subject leader: Donna Mylechreest

Date: June 2025

This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy
- Confidentiality policy
- Anti-bullying policy
- DfE 'Keeping children safe in education' (2025)
- Behaviour for Success policy