



# ELMS FARM PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

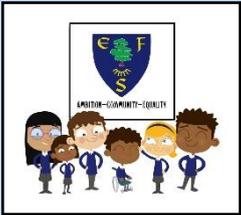
**THIS DOCUMENT IS** a statement of the aims, principles and procedures for the Personal, Social, Health and Economic Education at Elms Farm Primary School.

**IT WAS DEVELOPED** in Autumn 2025 through a process of consultation with staff, governors, parents and Local Authority procedures.

**IT WAS APPROVED** by the governing body in Autumn 2025

**REVIEW: Annually**

## Our School Values



**Ambition:** We are ambitious for every child to achieve their best and be ambitious about their learning and their future.

**Community:** We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

**Equality:** We value each other, our beliefs and differences are celebrated. Everyone is treated equally and fairly.

## We are a Rights Respecting School



This policy links to the UN Convention for the right of the child:



### 1. PURPOSE

At Elms Farm Primary School, we are committed to providing a broad and balanced curriculum that promotes pupils’ spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life. We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

### 2. OUR SCHOOL CONTEXT

Our school community comes from a wide and diverse society. A large proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.



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## 3. SCHOOL VISION & RATIONALE

3.1 From September 2020, PSHE became statutory in all Primary schools, along with Relationships and Health Education. (RHE) It is a legal requirement to teach PSHE at primary school and parents **do not** have a legal right to withdraw their child(ren) from teaching on these subjects.

3.2 The DfE guidance defines PSHE as:

*"important and necessary part of all pupils' education" and expects all schools to make provision for it.*

3.3 DfE's approach to PSHE:

The DfE provides guidance rather than a rigid framework for the full PSHE curriculum, allowing schools the flexibility to tailor their programmes to the specific needs of their pupils and local community, while drawing on good practice.

The goal of the PSHE curriculum is to:

- Promote the spiritual, moral, social, and cultural development of pupils.
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.
- Equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions

3.4 Personal, Social, Health and Economic Education (PSHE) is a fundamental part of our curriculum for pupils in our school. Our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Through all aspects of the PSHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school. We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

3.5 PSHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

## 4. POLICY DEVELOPMENT & CONSULTATION

4.1 The policy has been developed through consultation with our school's stakeholders.



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4.2 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'National curriculum in England: framework for key stages 1 to 4'
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Keeping children safe in education 2023' (KCSIE)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## 5. EQUAL OPPORTUNITIES

5.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

5.2 We will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

5.3 We will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

5.4 Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

5.5 Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## 6. THE PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION CURRICULUM

6.1 PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.



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6.2 Through effective organisation and delivery of PSHE, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

6.3 At Elms Farm, we use the Corum Life Education SCARF scheme of work to deliver our PSHE lessons. The scheme delivers lessons through five different areas.

These areas are:

- Me and my relationships
- Valuing difference
- Keeping safe
- Rights and respect
- Being my best

## 6.4 Aims of the PSHE Curriculum:

6.4.1 We will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

6.4.2 The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

6.4.3 The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships and Health Education Policy.

6.4.5 The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.



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6.4.6 PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

## 6.5 MORAL AND VALUES FRAMEWORK

**THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:**

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

## 7. PLANNING AND DELIVERY OF THE PROGRAMME

7.1 At Elms Farm Primary School, the personal development of our children is of prime importance. By the end of the children's time at Elms Farm, we want them to be well-rounded citizens of society with the skills to progress in life and make right choices. As a school, we approach every aspect of school life with personal development in mind. We hold awareness and special days to value differences of others, use SCARF to promote emotional intelligence and good well-being and the children are given opportunities to be part of a wider community of culture.

7.2 As a school we teach PSHE/RSE from the national curriculum. We also draw teaching, learning and activities from the SCARF programme. SCARF supports children's spiritual, moral, social, cultural and emotional development, fostering a sense of respect for themselves and others; it promotes health and wellbeing across the school community within a robust PSHE framework. Within this context, it contributes significantly to British Values in their broadest sense both explicitly and implicitly.

7.3 The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.



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7.4 PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

7.5 The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

7.6 The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

## 8.0 BRITISH VALUES

8.1 At Elms Farm Primary School, we prepare children for life in modern Britain effectively, developing their understanding of the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.



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8.2 Due to how engrained British Values are into our school vision, ethos and values, we do not expect the children to be able to list all of the British Values from memory. However, we do expect them to demonstrate the views and values that show they are on their journey to becoming safe, ready and respectful adults who make a positive difference to their community and let their light shine at every opportunity.

8.3 Therefore, at Elms Farm Primary School, we ensure we have a systematic and progressive approach to the teaching of British Values whilst also reinforcing these values through a wide range of opportunities and experiences in school.

8.4 Individual lessons are taught which relate directly to the British Values themes of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

8.5 Further to the PSHE curriculum, we actively promote British Values in the following ways:

## **Democracy**

- All children are encouraged to debate topics of interest, express their views and make a
- meaningful contribution to the running of the school on matters that directly involve
- children.
- The principle of democracy is explored in the curriculum as well as during collective
- worship. Children vote for the school House Captains and pupil voice.
- Our school behaviour policy involves rewards which the children have developed.
- Pupil voice suggestion boxes are used to support with making decisions
- EFPS Ambassadors/Eco Ambassadors ensure that there is pupil voice in school improvement

## **Rule of Law**

- Our school follows its behaviour policy, which is underpinned by the school's ethos,
- vision and values.
- School rules and expectations are clear, fair and regularly promoted.



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- Children are always helped to distinguish right from wrong, in the classroom, during
- collective worship or in the playground.
- Children are encouraged to respect the law and enjoy visits from authorities such as the
- emergency services.

## **Individual Liberty**

- Within school, children are actively encouraged and given the freedom to make choices, knowing that they are in a safe and supportive environment e.g. attending after school clubs.
- Children are supported to develop their self-knowledge, self-esteem and self-confidence.
- Children are encouraged to take responsibility for their behaviour and choices.
- Children are encouraged to know, understand and exercise their rights and personal
- freedoms and are advised on how to exercise these safely, for example through our
- online safety teaching and PSHE lessons.
- Vulnerable children are protected and stereotypes challenged. A strong anti-bullying
- culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Children have key roles and responsibilities in school e.g. Playground buddies, reading buddies, monitors, Ambassadors, etc.

## **Mutual respect and Tolerance**

- We actively promote respect. The children know and understand that it is expected that respect is shown to all members of our community.
- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life through education and celebration.
- Staff and children are encouraged to challenge prejudicial or discriminatory behaviour.
- Through PSHE and RE curriculums, children are encouraged to discuss and respect
- differences between people, such as differences of faith, ethnicity, disability, gender or
- sexuality and differences of family situations.
- The curriculum has been designed to celebrate diversity and challenge stereotypes.
- Themes of Collective Worship are linked alongside the PSHE curriculum and the British Values.



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## 9.0 PROTECTED CHARACTERISTICS

9.1 The national curriculum recognises how important it is for children to understand the world in which they live in and as a school we want this for them too. We want children to live alongside and show respect for a diverse range of people. A way in which our school ensures they are providing children with the knowledge and skills to do this.

It is extremely important for us, that our children grow to be respectful, ambitious and empathetic pupils who respect the world in which they live in.

9.2 The 9 protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

9.3 Details of how these are explored in our curriculum is outlined in Appendix 2.

## 9.0 ROLES AND RESPONSIBILITIES

### 9.1 Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

### 9.2 PSHE Subject Leader

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.



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- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

## 9.3 Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of PSHE in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

## 10.0 SPECIFIC ISSUES

### 10.1 SAFEGUARDING, SENSITIVE ISSUES & SAFEGUARDING

10.1.1 The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

10.1.2 The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

10.1.3 Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

10.1.4 Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

10.1.5 Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

10.1.6 PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.



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10.1.7 The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## **10.1 MONITORING AND EVALUATION**

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is Autumn 2026.

## **11. DISSEMINATION OF THIS POLICY**

A summary of this policy will appear on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.



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## APPENDIX 1: RELATIONSHIP, HEALTH EDUCATION CURRICULUM OVERVIEW

Year Group	Relationship Theme	Health & Wellbeing Theme	Guidance	Links to PSHE Framework
Y1	My Friends and Me	Being Healthy	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Mental wellbeing</li> <li>• Basic first aid</li> <li>• Health Prevention</li> </ul>	R6, R9, R12 H1, H3, H6, H7, H12 L10
Y2	Being Safe	Healthy Living	<ul style="list-style-type: none"> <li>• Being safe</li> <li>• Online relationships</li> <li>• Respectful relationships</li> <li>• Families and people who care for me</li> <li>• Healthy eating</li> <li>• Physical health and fitness</li> <li>• Internet safety and harms</li> </ul>	R1, R3, R12, R10, H1, H2, H3, H4, H13, H16
Y3	Understanding the Wider World	Healthy Lifestyle	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Respectful relationships</li> <li>• Mental wellbeing</li> <li>• Physical health and fitness</li> <li>• Health prevention</li> <li>• Healthy eating</li> </ul>	H1, H2, H4, H6, H23, R1, R2, R3, R10, R12, R13, R14, R18 L6
Y4	Understanding and Appreciating Positive Relationships	Healthy Behaviours Online & Offline	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Respectful relationships</li> <li>• Being safe</li> <li>• Health prevention</li> <li>• Internet safety and harms</li> </ul>	R2, R3, R4, R5, H7, H14, H23, H24 L2, L6, L18
Y5	Keeping Safe in Virtual and Physical Relationships	Healthy Mind & Body	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Being safe</li> <li>• Online relationships</li> </ul>	R2, R3, R5, R9, R12, R18 H2, H6, H7, H13, H14, H15, H17, H18, H19, H22, H23 L2, L10, L6, L18
Y6	Challenging Stereotypes and Prejudices Through Topical Issues	Healthy Choices	<ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Being safe</li> <li>• Families and people who care for me</li> <li>• Online relationships</li> </ul>	H1, H2, H4, H13, H14, H17, H18, H19, H25, H20, H23 L18, R2, R14, R16 R24



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## Appendix 2: Protected Characteristics

Protected Characteristic	SCARF lesson	Year group
Age	<ul style="list-style-type: none"> <li>• Me and my friends</li> <li>• Our friends and neighbours</li> <li>• Let's celebrate our differences</li> <li>• Happy being me</li> <li>• We have more in common than not</li> <li>• Democracy in Britain 1 – Elections</li> <li>• Democracy in Britain 2 – How (most) laws are made</li> <li>• Don't force me</li> <li>• Think before you click!</li> <li>• To share or not to share?</li> </ul>	Nursery  Year 3   Year 5  Year 6
Disability	<ul style="list-style-type: none"> <li>• Let's celebrate our differences</li> <li>• Zeb</li> <li>• I am fantastic!</li> <li>• We have more in common than not</li> </ul>	Year 3    Year 6
Gender Reassignment	<ul style="list-style-type: none"> <li>• I am fantastic!</li> </ul>	Year 3
Marriage and Civil Partnership	<ul style="list-style-type: none"> <li>• Life stages – human life stage – who will I be?</li> <li>• Don't force me</li> </ul>	Reception   Year 6
Pregnancy and Maternity		
Race	<ul style="list-style-type: none"> <li>• Marvellous Me</li> <li>• I'm special</li> <li>• People who are special to me</li> <li>• What makes us who we are?</li> <li>• Our friends and neighbours</li> <li>• Zeb</li> <li>• The people we share our world with</li> <li>• The land of the red people</li> <li>• Happy being me</li> </ul>	Nursery   Year 2  Year 3  Year 4



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	<ul style="list-style-type: none"> <li>• We have more in common than not</li> <li>• Tolerance and respect for others</li> </ul>	Year 5
		Year 6
Religion or Belief	<ul style="list-style-type: none"> <li>• Me and my friends</li> <li>• I'm special</li> <li>• People who are special to me</li> <li>• Same and different families</li> <li>• All about me</li> <li>• Who are our special people?</li> <li>• What makes us who we are?</li> <li>• Our friends and neighbours</li> <li>• Let's celebrate our differences</li> <li>• The people we share our world with</li> <li>• The land of the red people</li> <li>• Happy being me</li> <li>• We have more in common than not</li> <li>• Don't force me</li> <li>• Acting appropriately</li> </ul>	Nursery  Reception  Year 1  Year 2  Year 3  Year 4  Year 5  Year 6
Sex	<ul style="list-style-type: none"> <li>• Let's celebrate our differences</li> <li>• Zeb</li> <li>• I am fantastic!</li> <li>• Stop, start, stereotypes</li> <li>• The land of the red people</li> <li>• Happy being me</li> <li>• We have more in common than not</li> <li>• Don't force me</li> <li>• Tolerance and respect for others</li> <li>• Acting appropriately</li> </ul>	Year 3  Year 5  Year 6
Sexual Orientation	<ul style="list-style-type: none"> <li>• People who are special to me</li> <li>• Same and different families</li> <li>• Our friends and neighbours</li> </ul>	Nursery  Reception



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	<ul style="list-style-type: none"><li>• Zeb</li><li>• Family and friends</li><li>• Is it true?</li><li>• Stop, start, stereotypes</li><li>• We have more in common than not</li><li>• Don't force me</li></ul>	Year 3 Year 5   Year 6
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