



St Bartholomew's C of E Primary School

PSHE Policy

Our Christian Vision

Believe Achieve Respect Together Succeed

B – We **believe** we will flourish in God's family.

A – We know that everyone in St Bart's can **achieve**.

R – We **respect** everyone in our family.

T – **Together** we support and help each other.

S – As part of God's family we support everybody to **succeed**.

Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

Rationale

Duty to promote wellbeing:

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PSHE Association July 2013

Aims and Objectives

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values and attitudes
- an understanding of beliefs, rights and responsibilities



- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PSHE Association July 2013

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings, and consent
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

Teaching and learning styles

We use a range of teaching and learning styles, including the children taking part in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote a role as an active member of the school and wider communities e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from the local faith communities.

PSHE curriculum planning

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. We plan using the You, Me and PSHE scheme, which is supplemented with additional resources and adapted to meet the needs of our pupils.

The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- use of external agencies/services ie presentations from the NSPCC etc.
- workshops delivered by external agencies for each year group
- themed weeks that are taken part in by children across all stages of the school e.g. Mental Health Week
- school ethos
- small group work focussed on social and communication developments
- one to one work with behaviour/learning mentors where this is appropriate or needed



- cross curricular links

Foundation Stage

We teach PSHE in the Foundation Stage as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. Children in the Foundation Stage also take part in themed weeks across school and are visited by external agencies to enrich their learning.

Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs, considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding.

Special educational needs and learning difficulties:

We ensure that all pupils receive PSHE education and we offer provision appropriate to the particular needs of our pupils. Staff will differentiate lessons to ensure that all members of the class can access the information fully.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect.



How will staff answer questions?

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum in a sensitive and age appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE Leader/ Designated Safeguarding Lead.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by, for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in an ask-it basket
- pupils in KS1 have access to worry monsters where they can write down any worries or questions they may have
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

Assessment, recording and reporting in PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress related to PSHE themes.

Assessment methods:

- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- pupils complete pre and post-assessment sheets at the beginning and end of each taught topic to assess their individual learning

Recording of learning:

- learning in EYFS and KS1 is recorded through the use of PSHE floorbooks
- learning in KS2 is recorded in both individual PSHE exercise books and PSHE floorbooks
- children's individual pre and post-assessment sheets are included in their exercise books in KS2 and kept in a separate folder in KS1

Monitoring and evaluation



Monitoring activities:

- effective PSHE leadership
- a system for regular review of the PSHE policy and programme
- pupil and staff interviews/questionnaires
- drop-in lesson monitoring completed by PSHE team
- pupil perception data gathered through the annual completion of the My Health My School survey by KS2 pupils

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher evaluation of resource
- feedback and evaluation by pupils

Safeguarding and Child Protection

How will pupils who are thought to be 'at risk' be supported?

If the school has any reason to believe a pupil is at risk, what will happen?

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy should be closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

All children in school can identify key figures of support who they could receive help from if they need it e.g. an adult within school or a family member.

Confidentiality in the context of PSHE lessons

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies



5. Policy relationship to other policies

The policy links to:

- Child Protection/Safeguarding
- Relationship and Sex Education
- Drug Education
- Equal Opportunities
- SEN/Inclusion
- Behaviour/Anti-bullying
- Health & Safety
- Teaching and Learning
- Online-safety/IT
- Science
- Medicines
- Asthma

Reviewed: January 2025

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