



Pilsley C of E Primary  
PSHE Policy  
March 2022

## **Rationale and Ethos**

At Pilsley, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Pilsley's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain (see Appendix 1 for our wider PSHE curriculum offer). PSHE is planned through our scheme of work 'PSHE Matters' published by Derbyshire County Council (see Appendix 2). Relationships Education is of equal importance; it is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

## **Roles and Responsibilities**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's 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.

## **Legislation (Statutory Regulations and Guidance)**

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. At Pilsley, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We also believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010. Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

## **Curriculum Design**

### **Intent**

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. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. PSHE helps our children to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Children are encouraged to develop a balanced approach to life and learning, working to eliminate any barriers to learning. The PSHE curriculum at Pilsley enables the children to explore their own needs, beliefs and values and appreciate differences in others. 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. We seek to inspire in our children high levels of self-belief and self-esteem, encouraging positive achievement in both academic and non-academic outcomes. Our curriculum seeks to promote the children's interest in becoming positive and active members of 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.

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the PSHE Matters Scheme of Work, but through our wider curriculum offer (Appendix 1). At Pilsley, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 (Appendix 3).

## **Implementation**

PSHE is taught in class groups in regular weekly sessions throughout the year, so that children can revisit and build on their learning. This structure allows children to develop a depth of understanding as well as enabling them to retain the knowledge through consolidation and progression. At Pilsley, we use the PSHE Matters scheme of work. This covers a broad range of umbrella topics:

### Year A

- Difference and Diversity
- Bullying Matters
- Relationships
- Being responsible
- Exploring Emotions
- Being Healthy

### Year B

- Drug Education
- Being Me
- Being Safe
- Money Matters
- Growing up
- Changes

These topics are taught over a two-year cycle. The subject lead and class teachers work together to identify the key knowledge and skills of each topic, enabling progression throughout each class across the school. The content of each topic is considered in the long-term planning ensuring that the topics support the whole-school long term curriculum plan. At the beginning of each topic, children are able to convey what they know already

as well as what they would like to find out. This informs the programme of study and also ensures that lessons are personalised and take account of children's different starting points. Consideration is given to the accommodation of our greater depth learners as well as to the support pupils may need to access the programme of study. Our local area is utilised fully to achieve personalised outcomes, with opportunities for outside learning embedded in practice.

PSHE is taught discreetly across the school. There are also opportunities to link PSHE objectives to our class projects throughout the year. PSHE is embedded in school life at Pilsley. Our school PRAISE vision is fully implemented through daily acts of worship as well as being brought into our class learning and life around school continually. These key values are:

- Perseverance
- Respect
- Achievement
- Independence
- Service
- Enthusiasm

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling) and PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot.

Flexibility in the timetable is also important to allow us to respond to school level, local, national or global events that may occur, responding in an age appropriate way.

## **Impact**

Self-reflection books are completed by the children to evidence their key learning in each topic, comparative to their starting points. This allows class teachers to assess any need for revisiting learning for individual children and ensures sticky knowledge. At the end of each topic the children also self-assess their learning on the class topic web in their exercise book. Assessment for Learning is embedded in practice, with both staff and children continually reflecting on their learning, allowing for support and extension in both knowledge and skills. In every area of school life our pupils are given very high expectations in their behaviour. We have a successful rewards and consequences system, which progresses throughout the school to maintain effectiveness. How our children engage in this system, coupled with their interactions with peers and adults during each school day, offers effective assessment of our PSHE teaching and learning. Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence of recorded work and pupil discussions. PSHE education is reported to parents in end of year reports. The PSHE Coordinator will meet annually with the Link Governor to report and update on PSHE education.

## **Teaching Responsibility and Staff Training**

PSHE has a designated Co-ordinator and Link Governor that will regularly monitor the subject and attend CPD. The PSHE Coordinator will ensure there is appropriate and regular INSET for all teaching staff and TAs. When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitors and Volunteers' Policy is adhered to. For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson. Teachers should also have a list of useful websites/ key contacts they can talk to to find out more information. (See Appendix 4.)

## **Safe and Effective Practice**

Each class will start the academic year with a class charter/ground rules that will be displayed on every class noticeboard. The class charter aims to create the correct environment for sensitive topics and makes sure PSHE feels different to other academic subjects. The class charter/ground rules will be referred back to. If a teacher is posed with a question from children in regards to RSE, the teacher will answer this question as factually as possible drawing on their knowledge from the curriculum in an age appropriate way.

## **Safeguarding**

At Pilsley we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families. If a question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Deputy Safeguarding Lead by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

## **Links to Other School Policies**

This Policy compliments the following policies: Child protection/safeguarding; Extremism; Anti-Bullying; Relationships and sex education; Online safety; Drug education; Attendance; Behaviour; Inclusion; School Visitors and Volunteers.

## **Engaging stakeholders**

This policy has been produced through engagement with the Local Authority, Governors and Teaching Staff, as well as guidance from the PSHE Association. We will communicate with parents and carers through Pilsley's school website, Pilsley's Facebook Page as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may

have at home. Outside visitors are used to enhance the curriculum of SMSC overall. Visitors are required to follow the ethos of this policy in line with Pilsley's School Visitors and Volunteers Policy.

**PSHE Policy review date**

This policy will be reviewed in May 2022 by the PSHE Coordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

## Appendices

Appendix 1: Wider PSHE wider curriculum offer

Appendix 2: Overview of PSHE Matters scheme of work.

Appendix 3: End of Key Stage Statements

Appendix 4: Key websites to support teaching and learning

### Appendix 1: Wider PSHE wider curriculum offer

Collective worship, Summer performance, Children in Need, Comic Relief, Christmas Concert/nativity in Church, Nativity at Chatsworth, Easter service, Harvest service, Eco Council, School Council, Roles and responsibilities allocated in Year 4 and Year 6, day visits, residential visits in Key Stage 2, mini leaders, Bikeability, Circle Time, Mindfulness sessions, ESafety lessons, after school club provision, cluster Democracy Day, Greenaway Day, forest schools, home school books, treasure bags (children bring special things from home to talk about them when they first start school)

### Appendix 2: Overview of PSHE Matters scheme of work.

#### Year A

- Difference and Diversity
- Bullying Matters
- Relationships
- Being responsible
- Being Healthy
- Exploring Emotions

#### Year B

- Drug Education
- Growing up
- Changes
- Being Me
- Money Matters
- Being Safe

### Appendix 3: End of Key Stage Statements

#### [End of Key Stage Statements](#)

### Appendix 4: Key websites to support teaching and learning

Healthy Eating/ Physical Activity

<https://campaignresources.phe.gov.uk/schools>

Puberty

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

Bullying/ Healthy Relationships

<http://www.bullying.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-andcyberbullying/>

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educationaltoolkit/>

<http://thehideout.org.uk/young-people/adults-young-people-and-domesticabuse/resources/educational-toolkit/>

Emotional Health

<https://childline.org.uk/>

<http://www.youngminds.org.uk/>

Financial Education

<https://www.pfeg.org/>

<https://www.young-enterprise.org.uk/>

Citizenship

<http://www.gogivers.org/>

<http://www.citizenshipfoundation.org.uk/main/page.php?427>

Democracy

<http://www.parliament.uk/education/>

Substance Misuse

<http://mentor-adepis.org/>

Internet Safety

<https://www.thinkuknow.co.uk/>