



PSHE POLICY

Reviewed Dec. 2023

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1. Vision

Our vision for personal, social, health and economic (PSHE) education in our school is to:

- Motivate children to be global citizens in a diverse society
- Prepare children for the opportunities, responsibilities and experiences that lay ahead
 - Encourage mutual respect and consideration for one another, communities and the natural environment
- Foster self esteem
- Build resilience so they can face life's challenges

These aims are in line with our curriculum vision whereby 'all learners feel valued, are given the opportunity to thrive and realise their full potential in a happy, safe and inclusive environment and leave us with the skills, knowledge and attributes they will need in order to flourish in the 21st century.'

2. Statutory requirements

At Berridge, we believe that PSHE is an important and necessary part of all pupils' education. PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education, which became compulsory in September 2020.

[Relationships Education Primary Gov.co.uk](#)

- We must teach health education under the same statutory guidance

[. Health Education , including Mental Wellbeing gov.co.uk](#)

- Our governors have agreed that we will teach Sex Education.

[Berridge RSHE Policy](#)

[Consultation Process Information](#)

3. PSHE Curriculum

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Refer to our RSHE policy and related pages on our website about the Consultation process. (Links above).

We have a thematic approach to primary PSHE education, covering seven themes over the school year. Physical health and well-being, Keeping safe and managing risk, Drug, alcohol and tobacco education, Careers, financial capability and economic wellbeing, Mental health and emotional wellbeing, Health and Relationships and Identity, society and equality

This is supported with a range of suitable resources primarily from the You, Me, PSHE schemes of work, devised by Islington Council with support from Islington Community Schools and other places such as St John's Ambulance (First Aid teaching materials), Yasmin and Tom and MoneySense, from NatWest to support the Finance & Economic wellbeing part of the PSHE curriculum. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning.

[Termly PSHE Themes](#)

3.2 How we teach it PSHE in the Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is developed and taught through the 'Personal, Social and Emotional Development' areas of the curriculum.

Throughout the Early Years Foundation stage, children are encouraged through topics and a play-based curriculum to play cooperatively and to take turns with others.

Children are taught and encouraged to show sensitivity to others and form positive relationships with adults and other children as well as learn how to resolve conflicts.

Children are taught to be confident to try new activities and are encouraged to be confident to speak to others.

PSHE in Key Stage 1 and Key Stage 2

PSHE is taught weekly by the class teachers in all year groups. There are close links with other subjects such as Computing where online safety is also taught.

Many aspects of PSHE are also taught or revisited through whole school assemblies. Each half term the PSHE team lead an assembly focusing on the theme for that half term, in addition assemblies link with national awareness days and weeks such as safer Internet day, Children's mental health week etc. There is also an achievement assembly each week, called Golden book, where pupils' academic, social and personal achievements are celebrated.

Some aspects of PSHE are delivered via class discussions or a planned circle time to meet the needs of the class or to respond to something that has happened. Children throughout the school are encouraged to develop an understanding of themselves as growing and changing individuals, as a member of a wider community based on first hand experiences, which may include, school visits and opportunities to take part in clubs and workshops. These activities and extra-curricular experiences encourage children to understand how their choices and behaviours may affect themselves and others.

[What will your child learn?](#)

SEND For most children with special educational needs, it will be appropriate for them to study the same curriculum as the rest of the class, although recording methods may need to be differentiated. Pupils with High Level Needs will be provided with an Individual Provision Map (IPM) The IPM may include, as appropriate, specific targets relating to PSHE. We enable pupils to have access to the full range of activities involved in learning PSHE.

Assessment

The impact of our PSHE curriculum is measured in a variety of ways: through the questions' children raise during lessons, through the answers given, listening to children's responses in discussion, using images/videos of children's practical learning as well as pre & post topic assessments.

Equal Opportunities We are committed to providing a teaching environment conducive to effective and active learning. Each child is valued and we provide equal opportunity for all pupils to maximise their potential regardless of age, gender preferences, ethnicity, colour, religion or disability.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by all staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions through additional support.
- handle issues sensitively and ensure that their own personal views and attitudes do not influence their teaching.

4. Roles and responsibilities

4.1 The governing body The governing body will approve any significant changes to the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 The PSHE leads The subject leads are responsible for

- Leading and developing PSHE throughout the school
- Providing guidance and support, if needed, to staff and children
- Keeping up to date with developments in PSHE and informing staff
- Monitoring the impact of PSHE through collecting evidence, discussion with children and staff etc.
- Ensuring adequate resources are available to staff
- Monitoring the progress and successes pupils make in PSHE

4.4 Staff The teaching staff are responsible for:

- Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.
- Informing the PSHE leads and the headteacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach.
- Modelling positive attitudes to PSHE
- Monitoring progress

- Responding sensitively to the needs of individual pupils

4.5 Pupils Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements The delivery of PSHE is monitored by the PSHE subject leaders through drop-ins, book looks and pupil voice interviews This policy will be reviewed by the subject leader bi-annually. At every review, the policy will be approved by the headteacher.

6. Links with other policies This policy links to the following policies and procedures: RSHE policy, Equal opportunities policy, Online Safety policy, SEND policy and Behaviour policy