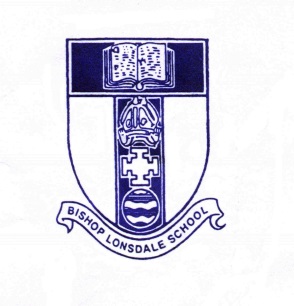
**Bishop Lonsdale Church of England**

**Primary School and Nursery**

**PSHE**

**Personal, Social, Health and Economic Education**

**1. Rationale**

Bishop Lonsdale believes 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 others linked to our school is;

**John 10:14 I am the way, the truth and the life.**

**Our School believes in;**

Enabling everyone to reach their full potential,

Developing a love for learning and a desire to achieve,

Encouraging everyone to become independent and confident, with a belief in themselves,

Embracing Christian values and respecting diversity.

**B**ecoming  **I**ndependent  **S**uccessful  **H**onest  **O**pen-Minded  **P**eople

# **Legal framework**

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

• Education Act 1996

• Education Act 2002

• Children and Social Work Act 2017

• DfE (2021) ‘Keeping children safe in education’ (KCSIE)

• DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’

• DfE (2019) ‘School and college security’

This policy links to the following policies and procedures:

RSE policy

Equal opportunities policy

Emotional Health and Wellbeing policy

Computing policy

PE policy

SEND policy

Antibullying policy

Behaviour policy

**2. Subject Aims**

The aims of personal, social, health and economic (PSHE) education in our school are to:

* open the children’s eyes to the wonder of the world around them both now and in the past; how it relates to them and how it will influence their futures.
* support children to develop a self-knowledge and self-belief so that they can succeed at school and in their life beyond
* prepare the children for the challenges they will face in life.
* help our children flourish and achieve their personal best.
* support their wellbeing and attainment.
* help young people to become successful and happy adults who make a meaningful contribution to society.
* Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
* Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
* The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.

Parents will be informed about the policy via the school’s website where it, and the PSHE curriculum, will be available to read and download.

# **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, sexual orientation, transgender, race, 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.
* teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
* adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
* all pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
* the school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school’s Primary RSE Policy.

# **Health and Safety**

All staff complete annual safe-guarding training at the start of each year and regular updates throughout the year via the weekly safeguarding Emails and staff meetings.

If a child discloses sensitive information during a lesson the adult report their concerns to the DSL via My Concerns following our school safe guarding policy

# **Nature of Learning**

We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our school website.

We use the PSHE Association thematic programme model for our PSHE curriculum content and objectives. It takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term.

In **Relationships** children learn about how develop and maintain healthy relationships within a range of contexts. They learn to recognise and manage different emotions within a range of relationships. In addition, they learn how to respond to negative relationships which includes anti-bullying.  
  
Our PSHE curriculum includes the statutory SRE (Sex and Relationships Education) curriculum and children are taught in Year 2,4 and 6 about age appropriate aspects including, the biological facts related to human growth, development and puberty. Sexual reproduction is taught through the science curriculum.  
  
In **Living in the Wider World** children learn about rights and responsibilities in different social groups. They recognise what equality and diversity mean within a community. In addition, they learn about how money plays an important part in society and how to be responsible and manage money well.  
  
In **Health and Wellbeing** children learn about what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing. Children are taught about drugs, so they recognise the benefits, safety aspects and dangers they can bring.

**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.

A range of teaching styles are used to teach PSHE these include discussions, group work, drama, written work and research

The school uses visiting speakers to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

The school uses visiting speakers and their resources from DCCT, NSPCC to support parts of the PSHE curriculum (safeguarding, healthy lifestyles, resilience and transition)

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 include, school visits and a variety of school clubs. These activities and extra-curricular experiences encourage children to understand how their choices and behaviours may affect themselves and others.

# **Assessment, Recording and Reporting**

The school sets the same high expectations of the quality of pupils’ work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

**5. Cross Curricular Links**

In PSHE, where possible, cross-curricular links are made. There are strong links made between PSHE and Collective Worship, RE, Computing, Science and the PE curriculum.

**6. Roles and Responsibilities**

**The Governors**

The governors will approve any significant changes to the PSHE policy, and hold the Head of School to account for its implementation.

**The Head of School**

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

**Staff**

Staff are responsible for:

● Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.

● Informing the PSHE lead and the Head of School 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

**Pupils**

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

# **7. Monitoring and Review**

The delivery of PSHE is monitored by the PSHE Coordinator through learning walks, work and planning scrutinises and pupil voice

This policy will be reviewed every two years by the PSHE Coordinator, Executive Head of School, Head of School and in agreement with the governing body.

Any changes made to this policy and the programme of study will be communicated to all members of staff.

**C Bladon**

**February 2022**