

St Bridget's CE Primary School

## PSHE Policy



'Love your neighbour as yourself.' Luke 10: 27

Approved by Governors	April 2021
Last reviewed	September 2024
Next review due	September 2025

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## Statement of intent

St Bridget's CE Primary school 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 other members of the school community is to always look to achieve our personal best in every aspect of school life.

## Description of the school

St Bridget's Church of England Primary School is a Voluntary Controlled primary school situated in West Kirby. It has 434 pupils on roll, the majority of whom are of white ethnic origin and the others being Black African, Black Caribbean, Chinese, Indian and Black and White Caribbean. St Bridget's CE Primary has received the Healthy Schools Award and Gold Award for sports. We are a welcoming school where everyone is considered as an equal and are a designated School of Sanctuary. Our Mission Statement '**Love your neighbour as yourself**', teaches the children that everyone is our neighbour and we must treat them as we would like to be. This also links into our school values of: Faith, Hope, Love, Responsibility, Perseverance, Truthfulness, Creativity, Compassion, Respect, Teamwork and Friendship ensuring that we do not:

'discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend'. **Equality Act 2010 and school's departmental advice.**

## Legal Framework

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## Statutory requirements

From the academic year 2020-2021, all primary schools in England were required to teach Relationships and Health Education (RSHE). It has been made statutory by the Department for

Education and as a result all primary schools in England are now required to teach Relationships Education and Health Education.

[The statutory guidance can be found here.](#)

The topics covered in RSHE fit within the broader subject of PSHE education. The guidance document from the DfE recognises the link and that many schools will successfully deliver this content as part of their wider PSHE education programme.

Before the statutory requirements were introduced in 2020, the National Curriculum did make a provision for PSHE, although it did not give a programme of study, so it has been included in primary education for a long time and the content isn't new. The requirement on schools having to teach it and what Ofsted expects to see is the new aspect.

*"All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice" (National Curriculum Department for Education, 2014).*

There is no statutory requirement or guidance in terms of how long lessons should be, but the guidance does say that it should be taught regularly. Some topics will need to be longer than others and it is important that they are long enough to ensure that the children have a well-rounded understanding of concepts.

## Aims

- To provide a school that supports children's development through its' Christian foundation.
- To create an environment in which each child's potential can be realised academically, socially, creatively, physically and spiritually.
- To organise a safe and happy school where everyone is valued and respected and their individual qualities and creativity are recognised and celebrated.
- To build a team of experienced, committed and caring staff with a broad range of expertise that meet the needs of the children.
- To work with all members of the school community to provide challenging learning targets appropriate to each individual child.
- To develop the children with a broad and balanced curriculum in order to create a firm foundation for children's future education and life.
- To encourage all children to adopt and maintain safe and healthy lifestyles.
- To foster in children the qualities of self-belief, care and consideration for others, and to encourage high expectations in all areas of school life, in order to equip them to be good citizens for the future.
- To show an acceptance that we're all unique and understand the diversity of individuals and families.

## Content and delivery

### Programme of study

#### Health and wellbeing

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.
- Vaccinations
- First Aid/emergencies
- Allergies

#### Relationships

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

#### Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Aspirations, work and careers.

#### How we teach

- The cultural capital of our students is well developed through our cross curricular curriculum, especially during our Spring and Summer term (Social Justice, Our Local Area and Our Environment) as well as through RE, stories and cultural dances.
- Heartsmart lessons will be taught weekly by school staff, 'fostering pupils wellbeing and developing resilience and character that we know are fundamental to pupils being happy, successful and productive members of society'. Heartsmart assemblies at the beginning of each half term will launch each principle, as well as additional PSHE assemblies.
- Heartsmart teaches the children a variety of life skills through 5 principles; Don't forget to let love in, Too much selfie isn't healthy, Don't hold on to what's wrong, No way through isn't true and Fake is a mistake.
- **Please refer to Appendix A for Health and Wellbeing Education.** Children are also encouraged to sign up to morning and after school clubs and as a play leader. Our PE lead

has developed a new curriculum to excite and encourage children to participate and attend additional activities which will help to continue a decrease in obesity. In 2020-2021 obesity in children F2-Y6 was on the rise. 2021-2022 obesity is decreasing NHS Digital (**Appendix D**).

- LGBTQ+ diversity and inclusion are incorporated into topics where this is possible and it is also explored through Heartsmart lessons and story books. All year groups have a 'Families' book and have been given books for their year group, recommended in the 'No Outsiders' book. Teachers have a copy of the 'No Outsiders' book to refer to and make use of the plans. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

- All pupils will be included in lessons regardless of ability or special educational needs and/or disability. Resources can be explored before the session to provide additional time for any questions and to help process and understand this new learning.

- For specific lesson content please refer to our long-term plan and PSHE cross curricular overview (Appendix A) for details about what we teach and how our teaching and learning builds on from children's previous learning.

## Safeguarding

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.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons 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.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Under 18 conception rates are **now on the decrease (Appendix C)**. England and Wales, particularly on the **Wirral** we are seeing a decrease. It is our responsibility as professionals to ensure that this continues, through educating children on appropriate and inappropriate touch, privacy and keeping safe around others and online. Although FGM is not something that we have experienced at St Bridget's we feel the importance of children learning the above and using the correct names for genitals as data does show 4,495 newly FGM cases a year are reported (Female Genital Mutilation April 2017-March 2018 annual report) **overall "At least 200 million girls and women alive today living in 31 countries have undergone FGM". Stated in UNICEF data.**

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher and KSJ. Ensuring all pupils make progress in achieving the expected educational outcomes.

Ensuring the curriculum is well led, effectively managed and well planned.

Evaluating the quality of provision through regular and effective self-evaluation.

Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Ensuring the religious ethos of the school is maintained and developed through the subjects.

Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it

### **The headteacher**

The headteacher is responsible for:

Ensuring that PSHE is taught consistently across the school.

The overall implementation of this policy.

Ensuring staff are suitably trained to deliver the subjects.

Ensuring that parents are fully informed of this policy.

Reviewing requests from parents to withdraw their children from the subjects.

Discussing requests for withdrawal with parents.

Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

Reporting to the governing board on the effectiveness of this policy.

Reviewing this policy on an annual basis.

### **The Subject Leader**

The subject leader is responsible for:

Overseeing the delivery of the subjects.

Ensuring the subjects are age-appropriate and high-quality.

Ensuring teachers are provided with adequate resources to support teaching of the subjects.

Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.

Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.

Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

## **Staff**

Staff are responsible for:

Delivering PSHE and RSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.

Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

Ensuring they do not express personal views or beliefs when delivering the programme.

Modelling positive attitudes to relationships, sex and health and PSHE.

Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Acting in accordance with planning, monitoring and assessment requirements for the subjects.

Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

Working with the RSHE subject leader to evaluate the quality of provision.

## **The Well-Being Team:**

Well-being team KSJ, LD, AC, NS, RN will meet numerous times throughout the year to discuss any concerns and strategies that may need to be implemented.

## **Pupils and confidentiality**

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

It is the responsibility of St Bridget's CE Primary to support its pupils but no individual should guarantee a child absolute confidentiality. Staff will use their discretion to inform the Head teacher and share 'confidences' if they are seen as a concern for the safety and welfare of the child. For more information please refer to our Child Protection Policy and Procedures regarding disclosure and allegation.

## **Assessment**

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

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention and this may require support from the SEN and Mental Health lead.

Pupils' knowledge and understanding will be assessed through lessons, actions and Heartsmart reflections that are completed at the end of each principle (each half term). PSHE applies to all subjects and therefore at any opportunity teachers will observe against the PSHE milestones. The PSHE lead will look at our Depth of Learning assessment tool

(milestones) regularly to identify any children that may need support and to be able to discuss any concerns with teachers.

Children will answer questionnaires about their learning to support further lessons and to inform planning for future cohorts.

Spring parents' evenings are pastoral and reports will highlight PSHE qualities and targets. If issues arise during the school year teachers will contact parents and on occasions the Headteacher.

## Monitoring arrangements

The delivery of PSHE is monitored by the PSHE lead through:

- Topic and School values/Heartsmart floor book, learning walks and PSHE links on the year group half termly knowledge organisers.
- The monitoring of Depth of Learning, to check the coverage and learning of the concepts within the 7 strands from the Milestones. **Please refer to Appendix B.**

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the PSHE lead governor (Mrs Ashton) and then the governing board, as well as, the headteacher.