



Only my best is good enough for me

Barden Primary School Personal, Social and Health Education Policy

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from reception through to year 6.

The aims of PSHE are to enable children to:

- Value their achievements
- Deal with risks and meet the challenges of life now and in the future
- Identify their values and strive to live up to them
- Gain self awareness, positive self esteem and confidence to
 - i. Stay as healthy as possible
 - ii. Keep themselves and others safe
 - iii. Have worthwhile and fulfilling relationships
 - iv. Respect the difference between people
 - v. Develop independence and responsibility
 - vi. Play an active role as members of a democratic society
 - vii. Make the most of their own and others abilities
- It will help Barden Primary School to
 - i. Relate positively to its neighbourhood and community
 - ii. Raise standards of achievement by children who are more secure, motivated, confident and independent learners
 - iii. Help promote equal opportunities for all
- The society will gain
 - i. Healthier and more active children
 - ii. Children who are confident that they can participate in community affairs

Promoting fundamental British Values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life. (See British Values Policy)

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. (See Healthy Schools Policy)

PSHE

At Barden Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our PSHE approach offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Barden Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use a mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document shows exactly how our approach and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Our PSHE approach is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Our PSHE approach covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2:	Celebrating Difference	Includes anti-bullying and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Health and Relationships Education in the context of coping positively with change

At Barden Primary School we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- praise and reward system,
- Learning Charter,
- through relationships child to child,
- adult to child and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class teachers deliver the weekly lessons to their own classes.

Monitoring and Review

This is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility PSHE. The Curriculum Committee of the governing body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are consulted where we share the PSHE policy, curriculum content and resources. The effectiveness of the PSHE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

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