Bishop Perrin Church of England Primary School

Personal, Social and Health Education (PSHE) Policy

Non-Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 RATIONALE

Personal, Social and Health Education (PSHE) is a non-statutory subject. However, there are aspects of it that we are required to teach:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance
- Pupils in EYFS are expected to learn personal, social and emotional development (PSED) under the Early Years Foundation Stage statutory framework

2 AIMS AND OBJECTIVES

This policy provides guidance and information on all aspects of PSHE in school for staff, parents and carers and Governors. The PSHE curriculum is rooted in our school's Christian values and in our partnership with St Augustine's and Ss Philip & James' churches.

PSHE reflects Bishop Perrin School's aim to provide a caring Christian community in which young people…

… grow in the God-given virtues of "faith, hope and love" (1 Corinthians 13:13): having faith in God or being inspired by faith; having hope that we can work to change ourselves and the world for the better; and having love for others, reflecting God's love for everyone. (School vision – 2026)

The aims of PSHE are to help children to:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

3 THE IMPORTANCE OF PERSONAL SOCIAL AND HEALTH EDUCATION

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online.

PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

4 ROLES AND RESPONSIBILITIES

The governing board

The governing board has delegated the approval of this policy to the school's senior leadership team.

The headteacher

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

The PSHE Leader (Deputy Headteacher)

The PSHE Leader is responsible for:

- Monitoring the implementation of the policy, planning and scheme of work
- Supporting staff in teaching PSHE by providing information about current developments
- Providing appropriate support and training for staff
- Monitoring and evaluating the programme, including use of outside agencies
- Carrying out continuous review and development as part of school improvement
- Attending relevant LA courses and network meetings
- Managing the PSHE budget and resources

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding 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.

5 THE FRAMEWORK FOR PSHE

The Programme of Study for PSHE is divided into two main sections: 1. Relationships, Sex and Health Education (which covers the DfE statutory RSHE content) (which covers the DfE statutory content) and 2. Economic Wellbeing and Careers Education.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a sequenced, spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended. This is grounded in the established evidence base for effective practice in PSHE education.

Through Relationships (Sex) and Health Education (RSHE), children in KS1 and KS2 learn about:

- Families
- Friendships
- Respecting self and others
- Safe relationships: consent, boundaries and trust
- Mental health and wellbeing
- Keeping healthy and well
- Physical activity and nutrition
- Changing and growing up
- Personal safety and first aid
- Online life and safety
- Drug education

In addition, children in KS1 and KS2 are taught about economic wellbeing and careers education: aspirations, learning and work.

6 EQUAL OPPORTUNITIES AND DIFFERENTIATION

At Bishop Perrin School we are committed to the provision of PSHE for all pupils regardless of their gender, race, ethnicity, religion or ability.

Staff planning and delivering PSHE lessons always consider how to adapt learning when selecting and designing activities for learning. Staff will plan for all the needs of the pupils within their class in order to allow them to access all the information they need from the lessons, in accordance with their understanding of their strengths and needs.

7 CURRICULUM DELIVERY

As with all curriculum subjects, PSHE is taught regularly and is timetabled for each class, for up to one hour per week. Careful consideration is made when planning lessons using accredited resources sourced via the PSHE Association. Opportunities for PSHE learning also arise outside of timetabled lesson time in response to, and in preparation for wider events.

- The PSHE Association programme of study for Key Stages 1 and 2 is used as a framework for teaching in years 1-6.
- The spiral nature of the curriculum allows for themes to be revisited and built on during a child's time at primary school.
- Statutory Relationships and Sex Education (RSHE) is embedded into the PSHE curriculum.
- PSHE is also taught through other curriculum areas e.g. science and geography where children learn about their bodies and sustainability.
- Whole school and class events allow children to explore PSHE content e.g. Wellbeing Week which is held annually in the autumn term, Anti-Bullying Week which is in November each year and through events where children live out their values and learning to practise the skills they are taught in their PSHE lessons through democratic processes such as the election of representatives for the local authority Pupil Parliament; their roles and responsibilities at school, such as Playground pals; and through safety initiatives such as safer walking, safer scooting and cycling proficiency which are covered in blocks and delivered by the local authority safer schools team.
- Progress in PSHE is reported to parents through annual reports and discussed as parent consultations where appropriate.
- Parents and staff can access curriculum maps on the school website to understand more about how PSHE is taught and how it links wit wider school life.

In the Early Years Foundation Stage (EYFS) children's personal, social and emotional development (PSED) is crucial to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children in Reception are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and to manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. The PSED curriculum brings together PSHE (Personal, Social, and Health Education) and RSE (Relationships, Sex, Education).

8 ANSWERING DIFFICULT QUESTIONS

We recognise that children and young people are increasingly exposed to distressing events — both through first hand experiences and through consuming news content on everything from outbreaks of conflict, terrorist attacks and natural disasters to civil unrest.

A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. As well as encouraging more open discussion, it also helps to make sure that teachers are not anxious about unexpected disclosures or comments.

Whilst PSHE education provides a proactive, planned curriculum to explore some of these themes, there will be times when staff need to respond more immediately to unforeseen events, allay concerns and answer pupils' questions.

When pupils arrive at school worried or confused by something they've seen or heard, it's important to know how to talk to them in a calm, reassuring and effective manner. Staff are supported through a comprehensive cycle of CPD relating to safeguarding as well as teaching and learning to explore how to have difficult conversations in an age and developmentally appropriate manner and when and who to refer onto in situations where there is cause for concern. If a question raises any safeguarding concerns, teachers must follow the procedures set out in our Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead immediately.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE, ensuring that lessons are conducted in a manner in which no one involved feels under pressure to respond, and that all questions are answered as honestly and as accurately as possible. Before the start of a lesson, especially one that may be sensitive or emotive, the teacher will ensure that shared expectations of behaviour for learning are in place so that the teaching and learning can be as effective and sensitive as possible. Staff will also take into consideration children's personal circumstances to support those whose lived experiences may cause them worry, upset or additional curiosity about an area of learning.

9 GROUND RULES AND DISTANCING TECHNIQUES

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in any discussion.
- Meanings of words will be explained in a sensible and factual way.
- In lessons, children will often be encouraged to think about a scenario where a fictitious character has experienced a particular dilemma and comment on what they feel that character should do in that situation. This is used rather than asking the child what they have done themselves in that situation and therefore distances the child.

10 ONLINE SAFETY

Online life and safety learning is integrated into the PSHE programme of study as well as the programme of study for computing. All staff, children, parents and visitors sign and agree to acceptable use policies to outline how school devices are accessed safely. These are available to view on the school website.

11 DRUG EDUCATION

At Bishop Perrin School we regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Teachers answer questions about drugs sensitively and appropriately, as they occur. The dominant teaching on drugs occurs in upper KS2 but children from Reception are taught how to remain safe at home, including how medicines can be harmful. Drugs education occurs predominantly in PSHE lessons where children are taught about legal (including alcohol and tobacco) and

illegal drugs. Children are taught that drugs can have both beneficial and harmful effects on people's lives. By helping children how to respect their own bodies, our aim is to reduce the likelihood that children will become involved in drug abuse. Our curriculum enables children to consider and discuss the influence that media, culture and peer group pressure may have. Children are also taught what they should do if they come across drugs, or are aware of other people misusing drugs.

12 ASSESSMENT AND RECORDING

Teachers assess pupils' work in PSHE by asking children to complete baseline and end of unit assessments during each unit of work. Baseline assessments at the start of a unit show teachers what children already know about that subject, therefore giving teachers an appropriate starting point. End of unit assessments show teachers what children have learnt and will need to learn further in the future. Teachers also make informal assessments as they observe them during lessons.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Lessons are recorded in dedicated individual PSHE books which follow children up through the school and are replaced at the beginning of each phase. Children are expected to record work in their books during most lessons although this will sometimes be in the form of a photograph or explanation of a practical activity completed. Children in Year 1 have a whole class book that is updated during/after each lesson and reflects the learning of the whole class.

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education and used at Bishop Perrin School is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing PSHE education:

- Baseline assessment
- Assessment for Learning (AfL)
- Assessment of Learning (AoL) – end of unit assessment

13 MONITORING AND REVIEW

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment.

The delivery of PSHE is monitored by the PSHE Leader (Deputy Headteacher) through:

- Planning scrutiny
- Learning walks
- Work sampling from PSHE books
- Pupil voice activities
- Staff feedback

This policy is reviewed by the PSHE Leader and approved by staff (at the direction of the Headteacher) once every three years in line with the ongoing policy review cycle.

14 OTHER RELATED POLICIES

This policy should also be read in conjunction with the following school policies:

- Relationships (Sex) and Health Education
- Child protection and Safeguarding of Children
- Online Safety
- Special Educational Needs and Disability (SEND)
- Equal Opportunities
- Behaviour
- Health and Safety
- ICT and Acceptable Use Policies
- Science
- Geography
- Monitoring
- Assessment

APPENDIX 1

PSHE Curriculum Framework 2026-27						
EYFS	KS1 Statutory RSHE		KS1 Economic Wellbeing and Careers	KS2 Statutory RSHE		KS2 Economic Wellbeing and Careers
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception - PSED	Foundations for Wellbeing	Friendship and Bullying	NSPCC Let's Talk Pants	Dental Health	Foundations for Wellbeing	Friendship and Bullying
Year 1	Making friends: playing and learning together (NSPCC Let's Talk Pants)	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe (NSPCC Let's Talk Pants)	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up (NSPCC Let's Talk Pants)	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting Boundaries (NSPCC Let's Talk Pants)	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future