



PSHE Policy

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Blackwell Primary School.

At Blackwell Primary School, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school. PSHE is planned through our scheme of work '**PSHE Matters**' published by Derbyshire County Council. Relationships Education is of equal importance; it is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' We believe an effective Personal, Social, Health and Economic education (PSHE) is essential for the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

The skills covered throughout the progressive PSHE Matters curriculum are not just taught in isolation, but across the school day in incidental opportunities to support children, in assembly, school clubs, circle time, visits and trips, community and school events, break times and within other lessons.

Throughout our PSHE curriculum (planned and integrated within the school day) we actively promote **British Values** of democracy, the rule of law, mutual respect, individual liberty, and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.



Pupils learn about similarities and differences between people and cultures to enable our pupils to understand the British democratic process, including how to affect peaceful changes in society.

PSHE is vital in a child's education. At Blackwell Primary School, we aim to provide high quality PSHE through explicit lessons and 'in the moment' teaching and discussions as needs arise. Our aim is to deliver a curriculum which is accessible to all and that will

maximise the outcomes for every child so that they know more, remember more and understand more. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. PSHE helps our children to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Children are encouraged to develop a balanced approach to life and learning, working to eliminate any barriers to learning. The PSHE curriculum at Blackwell Primary School enables the children to explore their own needs, beliefs and values and appreciate differences in others. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We seek to inspire in our children high levels of self-belief and self-esteem, encouraging positive achievement in both academic and non-academic outcomes. Our curriculum seeks to promote the children's interest in becoming positive and active members of society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Blackwell Primary School we are an inclusive school and celebrate the differences of others. We are proud to say that we are a school that promotes tolerance and respect towards others.

The 2010 **Equality Act** makes it an offence to discriminate against a person due to their protected characteristics. At Blackwell Primary School, we teach children what **Protected Characteristics** are and how they affect life. In KS1, we introduce the children to the 9 protected characteristics and in KS2, explore them in more detail. This is usually alongside the PSHE Matters curriculum, whole school assemblies, No Outsiders assemblies, identified in class topics, texts used as part of topic drivers and increasingly in topic displays in class.

To find out more about what protected characteristics are and what they mean, please see below:



It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics.

Age

A person belonging to a particular age (for example 32 years old) or an age range (for example 18 to 30 years)

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one sex to another.

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'Civil Partnerships'. Civil Partnerships must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In non-work context, protection against maternity discrimination is for 26 weeks after giving birth, this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristics of race. It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or woman.

Sexual Orientation

whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Implementation

Teaching, Learning & Curriculum Coverage

PSHE is taught in class groups in regular weekly sessions throughout the year, so that children can revisit and build on their learning as part of a spiral curriculum. This structure allows children to develop a depth of understanding as well as enabling them to retain the knowledge through consolidation and progression.



Blackwell Primary School PSHE Matters Curriculum

Cycle A	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
2024/2025						
Y1/2 Y3/4 Y5/6	Being Me	Money Matters	Being Safe	Drugs Education	Changes (including SRE for Upper KS2)	Being Responsible
Online Safety Project evolve	Privacy and Security		Managing online information	Health, Wellbeing and Lifestyle		Online Reputation
Cycle B	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
2023/2024						
Y1/2 Y3/4 Y5/6	Being Healthy	Difference & Diversity	Exploring Emotions	Bullying Matters	Growing Up (including SRE for Upper KS2)	Relationships
Online Safety Project evolve	Health, Wellbeing and Lifestyle	Self-Image and identity	Copyright and ownership	Online bullying		Online Relationships

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two-year cycle A and B, with EYFS coverage interweaved through the EYFS Long Term Plan.

PSHE is taught discreetly across the school. There are also opportunities to link PSHE objectives to our class projects throughout the year. Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing, Science, and PE. Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to school level, local, national or global events that may occur, responding in an age-appropriate way.

Planning and resources

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs.

Teachers consider the following when planning a lesson:

- Establishing any ground rules such as respecting others' ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PSHE teaching strategies will incorporate varied activities such as:

- circle time
- co-operative tasks
- group discussions
- class and group discussions
- questioning
- debate
- art work
- role play
- mind-mapping
- media such as videos / pictures

PSHE will be delivered by the teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach (for children with SEND) by a

teacher or TA. Visiting professionals may provide talks/workshops to children. PSHE is also introduced and explored within whole school assemblies. In addition to this, PSHE is delivered through a range of class and whole school activities. Children are given opportunities to join in and contribute to local and national initiatives e.g. Anti-Bullying Week, community projects often linked to local organisations, fund-raising activities and school enterprise. Children may take part in school assemblies, become a mini-leader or I-Venger (our Online Safety Heroes) and are encouraged to express their opinions. We also include 'Special Days' to enhance the children's learning, including, but not limited to: Children in Need, Red Nose Day, Odd Socks Day and RSE day. Children are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum.

Early Years Foundation Stage

Children in Reception will follow the PSHE identified within the Early Years Foundation Stage Statutory Framework. They will also participate in specific dedicated PSHE lessons in line with the PSHE Matters Framework as part of our whole-school progression. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Relationships and Sex Education (RSE)

At Blackwell Primary School, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

See the RSE Policy for further details of how we meet this responsibility.

Assessment and recording

At Blackwell Primary School, teachers integrate effective 'assessment for learning (AFL)' in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing children's understanding and application of the PSHE units. The work the children do will serve as a record for the units and pre and

post activities show the learning and progression, either in the children's individual topic books or in related activities. Recording in PSHE books are completed by the children to evidence their key learning in each topic, comparative to their starting points.

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects they would like to learn more;
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually.

SEND

Children with SEND have the same opportunities and access to learning as children without SEND and, if necessary, activities will be adapted or scaffolded and outcomes modified to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND. See **SEND in my subject**

Monitoring and Evaluation: The Role of the Co-ordinator

At Blackwell, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning (book look by co-ordinator, book look with pupils, share examples of good practice with others)
- Conduct pupil interviews to gather 'pupil voice' on areas of PSHE
- Discuss issues raised at staff meetings and INSET days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in INSET training and subsequent dissemination of relevant information
- Undertake an annual enquiry into any areas where staff may have concerns or requests

- For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

Safeguarding

At Blackwell Primary School we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2024 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families. If a question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Deputy Safeguarding Lead.

Review

The Head Teacher and PSHE coordinator will review this policy biannually.

Any amendments will be presented to the Governing body. Subject Leadership and Staff Training

Miss J Hatter, PSHE coordinator (March 2025)

Current date: March 2025

Review date: March 2027

Signed..... Chair of Governors

Date.....

Links to Other School Policies

This Policy compliments the following policies:

Child protection/safeguarding

Extremism

Anti-Bullying

Relationships and sex education

Attendance

Behaviour