

Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

Personal Social and Health Education Policy

December 2024

Agreed by Governors: January 2025

Rationale and Ethos

At Brunshaw Primary School, Personal development is an embedded throughout all aspects of school life as part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. In addition, personal, social, health and economic (PSHE) education is taught as an individual subject ensuring that all the statutory elements of the subject for primary are taught explicitly to our children. This policy reflects Brunshaw's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Roles and Responsibilities

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. At Brunshaw, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Brunshaw we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010. Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a curriculum that will be delivered age appropriately.

Aims

At Brunshaw Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, to become informed, active and responsible citizens.

The aims of the PSHE curriculum at Brunshaw are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others

- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 (E-safety), Science (keeping our bodies healthy), PE (leading healthy active lives) and geography (sustainability and community).

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 local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Delivery of PSHE (including RSHE)

We deliver discrete PSHE lesson as well as enhancing the opportunities we provide for our children through other areas of the curriculum. The discrete PSHE sessions are taught from a variety of resources that include 1decision and Growing up with Yasmin and Tom which are both accredited by the PSHE Association. We have mapped out our curriculum and decided to follow a thematic approach. This was created by using the mapping tool on the PSHE Association website (the nationally approved body for PSHE education) and ensured that the areas of learning in our curriculum meet the needs of the children in our school.

Each year group learning is progressive and builds on the knowledge and skills taught in the previous years.

Curriculum Content

Term	Area of Learning
Autumn 1:	Relationships:
Autumn 2:	• Families and friendships • Safe relationships • Respecting ourselves and others
Spring 1:	Living in the Wider World:
Spring 2:	• Belonging to a community • Media literacy and digital resilience • Money and work
Summer 1:	Health and Wellbeing
Summer 2:	• Physical health and mental wellbeing • Growing and changing • Keeping safe

Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. The following our aspirational goals to measure the success of our curriculum:	IMPACT: <i>Social and emotional</i> • Children understand the world of possibilities around them. • Children are resilient in all aspects of life • Children are confident to articulate and able to express views and opinions. • Children understand how to have 'healthy body, healthy minds' • Children display as well-rounded global citizens. Are life ready • Children are proud of who they are. They understand their role in society, know who they are and what makes them special. • Children are able to recognise and take measured risks and keep themselves and others safe • Children are lifelong learners who continue to what to broaden their horizons and experiences.
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Monitoring, reporting and assessment

Monitoring of PSHE is carried out by the PSHE Lead through learning walks, evidence in books and pupil voice. PSHE education is reported to parents in end of year reports. The PSHE Coordinator will meet throughout the year with the Link Governor to report and update on PSHE education. Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress. Children will be assessed by the teacher at working below or at age related expectations in PSHE. This data will then be added to the INSIGHT assessment tracker.

Safeguarding

At Brunshaw 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 2018 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the teacher, PFSW or DSL as necessary. 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 or suggest local or national support services or information for pupils and/or their families. If the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice, if needed, by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Links to other policies

- Safeguarding
- Online Safety
- RSE

Roles and Responsibilities

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

The Headteacher and PSHE Lead are responsible for ensuring that PSHE is taught consistently across the school.

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

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Review December 2026