



Beaumont Primary School  
PSHE Policy

Date agreed: May 2021

Review date: May 2023



# Beaumont Primary School PSHE Policy



## **Rationale:**

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop healthy relationships and respect the differences between people.

## **Vision:**

Personal, social, and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed – making links to upholding British Values (See British Values statement). Children learn to appreciate what it means to be a positive member of a diverse multicultural society.

## **Aims and objectives:**

The aims and objectives of PSHE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

## **What is Personal, Social, Health and Education? (PSHE)**

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC – See SMSC Policy). Explicit opportunities to promote pupils' development in these areas are provided in the framework for personal, social and health education (PSHE).

## **Content of PDL (Personal Development Learning) programme including RSE and Drugs:**

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all



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aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. Children learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. RSE (Relationships and Sex education) will use high quality texts that have been specially selected for each year group to share with each class throughout each half term. Puberty will be taught to Year five as part of the Science curriculum but topics such as menstruation/periods, will be taught as a stand-alone lesson to girls in Year Five during summer term. Sex education lessons will be taught as stand-alone lessons in Year six during summer term (See RSE policy) PSHE education will assist pupils to cope with the changes in puberty, it will introduce them to a wider world and enables them to make an active contribution to their communities.

We aim to cover the following core themes as set out in our PSHE Programme of Study (PSHE association) which is explored in depth below.

## **Key Stages 1 and 2**

### **Core Theme 1: Relationships**

- Families and friendships
- Safe relationships
- Respecting ourselves and others

### **Core Theme 2: Living in the wider world**

- Belonging to a community
- Media literacy and digital resilience
- Money and work

### **Core Theme 3: Health and wellbeing**

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe

### **PSHE in our curriculum**

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies)
- School events and activities (e.g. off site visits and school celebrations)



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## **Planning, Teaching and learning for all areas of PSHE:**

Class teachers regularly deliver PSHE sessions within a designated PSHE timetabled slot. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from the school's PSHE scheme of work which is devised with guidance from the PSHE Association and following consultation with teaching staff and the governing board. Aspects of themes that are linked to whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class (for example: talking through the needs of a new class member who has particular difficulties of some kind) are also taught as and when required.

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed cross curricular through other subjects, in particular, Science, Geography, Drama and Literacy. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising and class assemblies.

## **Differentiation for SEN and More Able Children**

Throughout their school journey, children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

## **Additional Pastoral Care Arrangements**

At Beaumont Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

## **Monitoring and assessment**

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Each class has a PSHE 'scrapbook' or big book in which work can be recorded – this may be in the form of post-it notes, photographs or selected pieces of work.

All teachers, teaching assistants, SMSA staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.



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## **Resource Management**

Some resources are held centrally and some are held by individual teachers and the PSHE co-ordinator. All resources are reviewed annually.

## **The Role of the Subject Leader**

- Lead policy development and implementation.
- Plan and lead staff training.
- Advice and support colleagues.
- Contribute to year group and individual teachers plans where appropriate
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources

## **Review and Monitoring**

The policy will be monitored and evaluated by:

- PSHE Leader
- Senior Leadership Team (SLT)
- Governing Board

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

**Reviewed - May 2021**

**Review Date - May 2023**