



Holy Trinity C of E Primary School

PSHE Policy

Date policy last reviewed: Sept 2022

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

[Statement of intent](#)

1. **[Updated]** [Legal framework](#)
2. [Roles and responsibilities](#)
3. **[Updated]** [Aims and structure of the PSHE curriculum](#)
4. **[Updated]** [Safeguarding](#)
5. **[Updated]** [Programme of study](#)
6. [Assessment](#)
7. **[Updated]** [Monitoring and review](#)

Statement of intent

Holy Trinity C of E Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

1. **[Updated]** Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- **[Updated]** DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

3. **[Updated]** Aims and structure of the PSHE curriculum

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to help them to manage their own lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. **PHSE Association**

The curriculum at Holy Trinity has been designed using the PSHE Association programme builder, Question Based Model in line with our questioning curriculum driver.

The programme of study comprehensively covers the statutory guidance, for relationships and health education, and a broader curriculum encompassing economic wellbeing, careers and enterprise and personal safety.

The curriculum sets out learning opportunities in three core themes

Health & Wellbeing

Relationships

Living in the Wider World

The core themes are revisited across the school every year to expand and deepen pupils' knowledge and understanding. The curriculum is supported by resources taken from the Sandwell Healthy Minds, Happy Me curriculum and the Andrew Moffatt Behaviour, Safety and Wellbeing curriculum.

The Moffatt curriculum is resourced by texts providing a safe context for sensitive topics and allowing us to draw out meaning from stories. The question-based model ensures that we interrogate information and consider each other's thoughts and feelings before drawing our own rounded conclusions.

Our PSHE curriculum prepares our pupils for life as British citizens. British Values are taught throughout this curriculum as we: develop pupils' self-confidence and self-esteem; their understanding of right and wrong and their respect for the law; promote respect and tolerance of all cultures and faiths; and encourage participation in a democratic process.

[Updated] The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

[Updated] PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- **[Updated]** Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

4. **[Updated]** Safeguarding

[Updated] Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

[Updated] PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

[Updated] Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

5. [Updated] Programme of study

[Updated] The PSHE programme of study will cover the following topics:

[New] Health and wellbeing

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

[New] Relationships

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

[New] Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Aspirations, work and careers.

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

7. **[Updated]** Monitoring and review

[Updated] This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is Sept 2023.