PSHE policy

Approved by:	Melanie Entwistle	**Date:** 01/09/2021	
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1. Aims

The aim of personal, social, health, and economic (PSHE) education in our school 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 ethos.
British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern to reflect the equality act 2010:

1. Democracy
2. The Rule of Law
3. Individual liberty
4. Mutual respect
5. Tolerance of those of different faiths and beliefs

And protected characteristics:

1. Age
2. Disability

3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or beliefs
8. Sex
9. Sexual orientation

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.
Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the PSHE Work, but through our wider curriculum offer.
PSHE lessons use open learning activities which suit the ethos of PSHE in our school. All learning activities used in PSHE allow opportunities for discussion and debate. Open learning activities provide an opportunity for children to develop their skills, knowledge and understanding and attitudes.
We are a member of the PSHE association - this is a national association for PSHE education professionals. Providing members with dedicated support, resources, training & guidance.

Our PHSE scheme of work for Primary includes:

- Risk Taking /Safety
- Families and people who care for me
- Caring friendships
- Respectful relationships/ bullying
- Online relationships
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

Secondary RSHE scheme of work includes and focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Financial Education
- British Values

- Democracy
- Citizenship
- Physical Activity
- E-Safety

In line with the recent changes we will also ensure the following are covered in an age appropraite way.

Digital & online safety

- AI risks (deepfakes, chatbots, personal data misuse, misinformation)
- Online misogyny, harassment, harmful online communities
- Scams, digital manipulation, and media literacy

Physical health

- Vaping awareness and associated risks
- Age-appropriate road/rail/water/public safety education
- Menstrual and reproductive health (including conditions like PCOS)

Mental health & wellbeing

- Grief, bereavement, loneliness, loss
- Emotional regulation and coping strategies
- Mental health support pathways inside and outside school

Personal development & life skills

- Financial literacy / economic wellbeing
- Gambling and risk awareness
- Healthy relationships, consent, boundary-setting
- Parenting, pregnancy wellbeing, and family diversity awareness

Our ever-expanding wider provision of PSHE promotes opportunities to link British Values and Social, Moral, Spiritual and Cultural (SMSC) responsibilities. Along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives).
The distribution of lessons complements key campaigns throughout the year, such as; Anti-Bulling Week, Black History Month and Mental Health Week.

At The Greens ENS we deliver the PSHE curriculum by utilising first hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.
We believe that PSHE plays a vital part of education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will achieve age-related expectations across the wider curriculum.
- Children will become healthy and responsible members of society.
- Children will be on their journey preparing them for life and work in modern Britain.

2. Statutory requirements

- PSHE is a non-statutory subject. However, there are aspects of it 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
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. Our RSE Policy can be found on our website or a paper copy is available in reception at request.

For other aspects of PSHE, including health education see our schemes of work published on our website.

3.2 How we teach it

- PSHE lessons take place once a week. In addition, one day a week is dedicated solely to SEMH development and activities where off-site learning is an integral part of the content delivery.
- Parts of the PSHE curriculum are folded into other parts of our curriculum, or covered as part of our wider school offer, such as whole-school events or one-to-one intervention lessons.
- We will cover PHSE on school offsite activities such as shopping, library visit or outings helping the community
- Staff at The Greens deliver the curriculum overall, however we may have outside agencies visit the school such as Sexual Health Nurses or Eclipse Manchester's Drug and Alcohol services.
- We will include all pupils in lessons, regardless of ability or special educational needs and/or disability; all lessons will be differentiated individually to suit each child, and they will be supported by staff.
- All controversial topics or difficult questions from pupils will be answered appropriately and teaching staff will not share their personal beliefs and attitudes to influence their teaching
- Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them by contacting Head of school Leanne Wood Entwistle
- We will monitor progress and learning by planning scrutiny's, learning walks, book scrutiny's, etc.
- Each lesson will be set out with clear, explicit and concise learning goals/outcomes using the bronze, silver, and gold systems. All pupils must be able to achieve at least the bronze learning goal. Learning goals must contain new subject matter i.e., cannot be re-cap of previous learning. This ensures continuous progress across lessons and schemes of learning. This system will be adopted and implemented across all subjects and topics taught.

Equality and Diversity

- Inclusive teaching that recognises different family structures and pupil backgrounds
- Prevention of discrimination and harm, consistent with:
- Equality Act 2010 (or your nation's equivalent if outside England)
- We ensure that materials avoid stereotyping and respect protected characteristics while maintaining neutrality

4. Roles and responsibilities

4.1 The governing board

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

4.2 The head of school/ PSHE lead

The head of school: Leanne Wood Entwistle, is responsible for ensuring that PSHE is taught consistently across the school. That the PSHE policy is relevant and up to date meeting all legislation. The PSHE lead is responsible in ensuring:

- Planning and sequencing the PSHE/RSHE curriculum so learning builds year by year
- Ensuring required topics (relationships, health, safety, digital literacy, consent, etc.) are taught in an age-appropriate way
- Helping staff feel confident delivering sensitive topics
- Arranging or recommending appropriate CPD (consent, online harms, mental health, etc.)
- Providing guidance on lesson approaches and school expectations.
- Checking that lessons are being delivered as planned (not skipped or improvised)
- Reviewing pupil feedback, wellbeing data, and safeguarding trends to improve teaching
- Observing or sampling lessons/resources where necessary
- Staying up to date with curriculum changes using the PHSE association.

4.3 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
- PSHE/RSHE is part of the school's safeguarding system

Teachers must follow procedures in line with:

- Keeping Children Safe in Education
- Local child protection, disclosure, and reporting routes
- Clarify limits of confidentiality (especially for disclosures of harm)

4.4 Pupils

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

5. Monitoring arrangements

1. Curriculum tracking

- The PSHE Lead keeps a **curriculum map and long-term plan**
- Teachers log lesson delivery (using the schools tracking system)
- Coverage is checked for gaps, missed lessons, or out-of-sequence teaching

2. Work scrutiny & learning evidence

- Sample student work or PSHE journals are reviewed
- Displays, reflection tasks, or digital submissions are checked for learning quality and completion

3. Lesson sampling

- Senior leaders or the PSHE Lead may **sample parts of lessons**
- Focus is on checking:
    - safe environment for sensitive discussions
    - appropriate adaptation for age and need
    - correct handling of safeguarding disclosures
    - consistent delivery (not personal opinion or unvetted content)

4. Staff reporting & feedback

Teachers report:

- what was delivered
- pupil engagement or concerns
- any safeguarding incidents triggered in lessons
  (handled under school safeguarding processes)

5. Safeguarding and wellbeing trend analysis

PSHE monitoring is linked with safeguarding data to ensure lessons are supporting student safety, for example:

- Online harms or harassment reports
- Vaping or gambling concerns
- Mental health or wellbeing referrals
- Disclosure frequency in PSHE lessons

Frameworks referenced:

- Delivery must support duties set out in **KCSIE**, logged and reviewed under:
    - Keeping Children Safe in Education
    - PSHE Association (best practice benchmark)
    - School safeguarding logs (e.g., CPOMS)

6. Parent and pupil voice

- Schools gather **student feedback** (surveys, focus groups, exit slips)
- Parents are consulted when curriculum or policy updates occur
- Feedback informs improvements and is recorded as evidence of impact

7. Governor / senior leadership oversight

- Termly reporting to governors/SLT includes:
  - % curriculum coverage
  - staff confidence/training updates
  - safeguarding trends
  - pupil feedback outcomes
- Delivery quality and statutory alignment are reviewed

6. Links with other policies

This policy links to the following policies and procedures:

- RSE policy
- Curriculum policy
- Staff capability policy