



BOLTON
SCHOOL
PRIMARY DIVISION

PSHEE SUBJECT POLICY

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Scope of policy

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

Introduction

At Bolton School Primary Division, Personal, Social, Health and Economic Education (PSHEE), with Citizenship is concerned with providing our pupils with the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them become informed, thoughtful and responsible individuals who are aware of their duties and rights. It also promotes their spiritual, personal, moral, social and cultural development, which enables them to play an active and healthy part in the life of our School, their community and the world. This policy outlines the purpose, nature and management of PSHEE and SMSC in our school and works in collaboration with our RSE policy. The implementation of this policy is the responsibility of the whole school staff.

- **Personal** is seen as developing confidence and responsibility and making the most of their abilities.
- **Social** is seen as developing good relationships and respecting the differences between people.
- **Health** is seen as the knowledge and understanding required to develop a safe and healthy lifestyle.
- **Economic** is about promoting an understanding of basic economic principles eg supply and demand and making informed choices regarding their personal finances
- **Citizenship** is seen as preparation to play an active role as citizens within the school, local, national and international communities.
- **Spiritual** is about exploring beliefs and experiences, respecting faiths, feelings and values and enjoying learning about themselves and the surrounding world.
- **Moral** is about the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- **Social** is to encourage the use of a range of social skills in different contexts and to contribute positively to life in modern Britain.
- **Cultural** is about using imagination and creativity to learn about others and the surrounding world; to reflect.

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Aims and Objectives

Within the Bolton School Primary Division, we seek to provide an environment of mutual respect in which all children are accepted and valued. We actively prepare our pupils for the next stage of their education, with confidence in their abilities to make a positive contribution to the world.

Our school sees PSHEE as a pivotal part of teaching and learning in the classroom. Our school aims to:

- Develop the skills in each child needed to cope through childhood and adulthood.
- Encourage the children to make informed decisions and choices.
- Develop in every child a sense of self-worth, self-esteem, confidence, independence and responsibility.
- Teach the knowledge and develop the understanding that will make it possible for our children to plan lifestyles that will keep themselves and others safe and healthy.
- Develop effective relationships in children's lives by helping them cope with their own feelings and understand those of others.
- Develop the children's respect for all people and the differences between them.
- Provide a safe, secure and supportive environment in which everyone feels valued.
- Develop a school community in which everyone is keen to take part and feel that their contribution is valued.
- Encourage children to be emotionally literate, develop effective communication skills and be active, responsible citizens.
- Develop children's self-awareness and social skills.

The Philosophy and Ethos

Our school ethos is one where everyone is valued and encouraged, where positive relationships are seen as important, and where the environment is safe, secure and conducive to learning.

We have developed a whole school approach to PSHEE which involves all members of school community. The way the curriculum is managed, its organisation and the various teaching styles used, are central to the ethos and philosophy of each Primary Division school. Through the communication of our aims, we have formed closer links with parents and families. Our objectives have been woven throughout our curriculum, with structured focus on key skills. Through our learning challenges PHSEE is encompassed within the teaching of all subjects, it is an integral part of the whole curriculum. It also has an allocated time on our weekly timetable where the whole school follows The Jigsaw scheme of work.

Through our general routines within the schools and the way in which individuals relate to each other, children are encouraged to form their own attitude and values. By building positive relationships between children and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

Each school encourages all children to celebrate one another's attainments through our weekly achievement assembly. Individual targets are set throughout the year, in order for teachers, parents and children to reflect regularly on the positive aspects of their development.

All staff encourage positive approaches to behaviour and our discipline policy reflects this, setting clear guidelines for parents and children.

Curriculum and Delivery

The PSHEE Coordinator has the responsibility for promoting and developing PSHEE across the School within the School's Development Plan, monitoring the effectiveness of teaching and learning and the use of resources. Schemes of work follow The National Curriculum Framework for PHSEE and Citizenship. Teaching styles and planning provide suitable learning challenges, a response to diverse needs, a range of different activities and an attempt to overcome potential barriers to learning. A range of teaching strategies are employed to provide the breadth of effective learning opportunities in the curriculum for all children. These include:

- Weekly timetabled PHSEE lessons
- Assemblies; teacher led, those prepared by classes and outside speakers
- Educational and residential visits
- School Council
- Charity Work
- Fund raising events and charity days
- Circle time
- Participation in clubs
- Discussion and debate
- Individual, paired and group tasks
- Role play and drama
- Problem solving and real-life experiences
- The Jigsaw Scheme. *It is intended that this scheme provides a skeleton of objectives and suggested activities but staff should not be limited to suggested lessons or resources but rather, use their own professional judgement to respond to the needs of the pupils at the time, whilst of course ensuring any statutory requirements are met.*

Equal opportunities /Inclusion

The PSHEE curriculum of the school will be planned, organised and taught in ways that are compatible with the school's Equal Opportunities Policy. All areas of PSHEE aim to promote equal opportunities in accordance with the school 'Inclusion Policy', which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning ability (including SEN and AGT). The Subject Leader and class teachers will ensure that the subject makes a significant contribution to this policy and promotes social inclusion. Particular care will be taken to ensure that pupils develop an awareness of:

- The causes and consequences of prejudice, discrimination and inequality together with an appreciation of the treatment of disadvantaged groups
- The need to challenge racist and sexist stereotypes, images and language
- The importance of looking at historical situations and events from a variety of cultural, social, economic and political perspectives
- The value of studying a range of societies in different parts of the world and exploring the encounters between different cultures and cultural groups

Assessment and Record Keeping

Pupils will carry out self assessment activities at the start and end of each topic setting out their reflections either in writing or pictorially. In addition, teacher assessment will take place at the end of each topic to record whether children are working towards, beyond or at the expected level for their cohort. This will ensure progression in teaching and learning, and motivate children to become involved in their learning and be clear about their strengths and weaknesses.

The PSHEE subject leader will:

- Carry out classroom observations wherever possible
- Identify teaching resources required to deliver the requirements of this policy
- Identify training as required, for all staff
- Make informal judgements through observations in lessons, assemblies and House meetings
- Take responsibility for the central PSHEE displays
- Play an active role within the school council and Charity
- Liaise with the Head teacher to ensure that each topic is fed through weekly assemblies
- Liaise with the music, language and Physical Education Coordinators

Each child, as they embark on their 'journey' through the schools will begin their PSHEE file. This can consist of their work, achievements, class assemblies and photographs. The file will 'move' with each child as they progress through the Primary Division.

Staff meetings meeting involving all staff will be held to highlight any concerns/issues with individual children.

PSHEE will be reported on at consultation evenings and within the end of year written reports to parents.

Health and Safety

All staff should make themselves conversant with the schools Health and Safety Policy, RSE Policy and must be vigilant at all times. Teachers must complete the appropriate Risk Assessment documentation prior to undertaking activities outside the classroom.

Resources

JIGSAW resources are accessed via the Primary Division login. Each year group will be allocated resources according to their requirements.

Planning

PSHEE is planned in a variety of ways; it has a whole school approach through Assemblies and House meetings and it stands alone as a subject taught in each classroom. In planning the curriculum, teachers will provide:

- A clear, consistent framework of values in which to work
- Supportive relationships within their classrooms
- A classroom climate which encourages children to explore
- Opportunities for development outside the classroom through extra-curricular activities and educational visits

Links with the Community

Bolton School welcomes opportunities for parents and other outside agencies to contribute to the personal and social development of the children through their active involvement in the life and philosophy of the school. The following links have been made with the community in conjunction with our PHSEE topics:

- The School Nurse
- The School Catering Manager
- Dentist / Optician

- Alumni
- Charities
- Outside Speakers
- Urban Outreach
- Local Churches
- The Fire Service

Related Policies

The following policies should be read alongside this document and will provide more specific guidance in certain areas:

- Foundation Safeguarding and Child Protection Policies and Procedures
- Foundation Health and Safety Policy
- Anti-Bullying Strategy
- Behaviour Management Policy
- SEND
- Gifted and Talented
- RSE Policy

Relationship, Sex Education and Health Education

From September 2020 the Department for Education made Relationships Education compulsory in all primary schools, and made Relationships and Sex Education compulsory in all secondary schools. It also made Health Education compulsory for all state schools.

The new guidance focuses on healthy relationships and keeping children safe in the modern world and covers a wide range of topics relating to physical and mental health, well-being, safeguarding and healthy relationships, including friendships and intimate relationships; families; growing and changing (including puberty); personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. It aims to give young people the information, skills and positive values to have safe, fulfilling relationships and to help them take responsibility for their own well-being. For further information, including a section on frequently-asked questions, please see the following two DfE documents:

Relationships and health education: guides for parents (Primary):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Relationships education, relationships and sex education (RSE) and health education: FAQs:

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm_source=2b45920e-083a-44ad-9c3f-16fed9168d3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

The DfE guidance forms part of our school's PSHEE programme, which is taught throughout the school in every year group and is monitored and reviewed regularly. With elements of the new guidance in mind, we have reviewed and updated our PSHEE schemes of work.

Sex Education is not specifically taught within the Primary Division, though the Science curriculum does include topics such as growth, body changes and life cycles.

Aspects of our Relationships and Sex Education are currently under review to create alignment between the corresponding parts of the Primary Division. The policy will be updated further once the ongoing consultation between parents and staff has taken place.

Please note that parents are not legally allowed to request that their child opts out of Relationships Education, Health Education or any content from the statutory Science curriculum.

If parents have any feedback, questions or concerns about how the school's Relationship and Sex Education Policy is to be taught, then they are encouraged to contact school.