

Bedford Primary School



PSHE Policy

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Approved by:

Updated to include new RSE Government guidance

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This policy document sets out the school's aims, principles and strategies for the delivery of Personal, Social and Health Education (PSHE)

Our School Vision

At Bedford Primary we are passionate about ensuring we teach a bespoke PSHE curriculum to support the needs and wellbeing of the pupils in our community. We strive for our pupils to move from childhood to adolescence with support and guidance to encourage both an awareness of others and the growth of responsible independence. Through this, we believe children can develop confidence, talents and skills to become effective open-minded individuals, motivated learners, confident communicators and active, curious citizens. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners.

We want our children to:

- Have a growth mindset
- Show empathy and respect to other people's point of view
- To make links between learning in the classroom and how it applies to the wider world.
- To know how to look after their physical and mental health
- To know how to build and recognise healthy relationships
- Have a deep understanding of British Values.
- Recognise the positive impact they can have in their community

Aims and Key Principles

At Bedford, our Personal, Social, and Health Education (PSHE) program plays a key role in supporting children's personal development, social skills and understanding of the wider world. It helps children build the confidence and knowledge they need to lead healthy, independent lives and to become responsible, active members of society. We place the wellbeing, happiness and safety of every child at the heart of everything we do. PSHE is a vital part of our curriculum and daily school life, reflecting our core values and guiding how we support and care for each child.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children, and in turn, of our future adult society;
- Prepares our children for the opportunities, responsibilities and experiences they face now and in their future;
- Provides information about keeping healthy and safe. This includes emotionally, physically and online;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

PSHE Skill Strands

To facilitate a profound exploration of self-awareness and the broader external context, our school employs a structured approach in Key Stage 1 (KS1) and Key Stage 2 (KS2), wherein each child is exposed to distinct Personal, Social, and Health Education (PSHE) themes. Bedford's PSHE spiral curriculum ensures every half term, our pupils explore 6 key skill strands. Aligned with the National Curriculum guidance, 6 distinct skill strands ensure comprehensive coverage of essential aspects, contributing to a holistic educational experience for each student. The PSHE Long Term Plan (LTP) clearly sets out Year Group objectives linked to these themes; it has been personalised to reflect the needs of our children in relation to the community they live in. The six themes are:

- Emotion Works – developing emotional vocabulary and making explicit links between how emotions make us feel and the impact on our behaviours.
- Relationships – exploring what healthy relationships look like, with a focus on empathy, diversity and family dynamics.
- Keeping Safe – exploring how to stay safe physically, mentally and online.
- Future Aspirations – exploring jobs and careers from a range of sectors to inspire and motivate our young minds to future possibilities.
- Community and Inclusion – working with social signature to recognise the positive impact our pupils can have on the community around them – including family, school, friendships and the wider community.
- All About Me – deepening children's understanding of themselves and those important to them, while promoting mental and physical health and body safety.

Planning, Organisation and Resources

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Specialised assemblies
- Annual events – antibullying week / cyber safety day / mental health and wellbeing week / NSPCC speak out, stay safe / Refugee week / Black History month / Pride month
- Pastoral care and guidance
- School Of Sanctuary focus
- Nurture groups
- Visiting speakers*

**Visitors from external agencies/ specialists may be involved in delivering aspects of the PSHE curriculum. These visits will be planned to ensure the relevant learning objectives are being met. Teachers will ensure that they are fully involved in all such sessions and visitors are not left alone with a class of pupils. A separate letter will be sent to Year 4 to year 6 to inform parents of sexual health visitors.*

Bedford's PSHE curriculum

At Bedford, our approach to Personal, Social, Health, and Economic (PSHE) education is delivered through a personalised curriculum, designed to meet the needs of the pupils of our school. This approach ensures year groups are accessing topics that meet their specific needs and is reactive to events within the classroom and the local community. This approach enables Bedford to address the diverse needs of our students and equip them with essential life skills for their personal and social development.

Bedford's curriculum is supported by a range of organisations to support the delivery of lessons. They include:

- **SCARF**: providing resources, assemblies and school visits.
- **Lyfta**: sharing global Storyworlds to provide real life context to the topics being explored in class.
- **Social Signature**: developing our pupils' self-awareness of the impact they have on their local community.
- **NSPCC**: delivering resources including 'Speak Out, Stay Safe' and 'PANTS'.
- **Edge Hill University**: raising awareness and understanding of different career pathways along with opportunities to visit Edge Hill and raise future aspirations.

Our PSHE subject lead, Sean Briscoe, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

We have chosen a spiral curriculum to provide pupils with a regular opportunity to consolidate their learning and understanding. Our curriculum provides planned progression across the medium-term plans (MTPs) so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the objectives outlined in the MTPs to demonstrate progression of both skills and knowledge.

What Makes a Good PSHE Lesson?

When delivering a PSHE lesson, staff at Bedford are clear that:

- A safe and supportive environment should be established.
- Discussions are managed sensitively, and the teacher responds appropriately to spontaneous questions and comments raised by pupils.
- The teacher is aware of vulnerable pupils and enables them to safely participate, should they wish to.

- Effective learning strategies are used to engage pupils and challenge and develop their thinking.
- Pupils are involved, at their ability level, in activities through which they develop skills and attitudes, as well as knowledge and understanding.

Monitoring and Evaluation

At Bedford, we recognize the pivotal role that a robust, informative and purpose-driven PSHE Curriculum plays in the overall development of our students. To guarantee the efficacy of our PSHE delivery, we implement a systematic approach wherein children's comprehension of the termly objectives are monitored and assessed through teacher feedback, pupil voice and book-looks. This tracking mechanism enables us to gauge the depth of understanding and engagement, ensuring that our PSHE curriculum remains impactful and aligned with our educational objectives.

At the end of each half term, the subject lead will triangulate the work samples, teacher feedback and pupil voice to reflect on the impact of the lessons delivered. The primary objective of the pupil voice sessions is to elicit and capture student perceptions regarding the effectiveness and delivery of the PSHE curriculum. Recognising the significance and value of student voice, Bedford places great emphasis on incorporating their insights into the ongoing process of curriculum development. These constructive interactions not only provide a qualitative dimension to the assessment process but also serve as a cornerstone for shaping future adjustments to our PSHE curriculum.

At Bedford, the perspectives of our staff are highly valued, and their input is actively sought through a comprehensive staff questionnaire conducted annually. The feedback gathered from this survey serves as a crucial foundation for shaping our long-term planning in the realm of PSHE education. This feedback loop ensures that the evolving needs and insights of our staff are considered and incorporated into the ongoing refinement of our educational strategies.

Furthermore, the PSHE lead at Bedford plays a key role in supporting our staff. This assistance encompasses various factors, including planning, assessment, and the delivery of PSHE lessons. By offering dedicated support, the PSHE lead helps empower our staff to navigate the degrees of effective PSHE education, fostering a collaborative and cohesive approach to curriculum implementation. This collective effort ensures sustained success and continuous improvement of our PSHE curriculum.

At Bedford, the documentation of students' work is maintained by staff through class floor books / online floor books. This evidence serves as a tangible record of the learning experiences and achievements within the Personal, Social, and Health Education (PSHE) programme. To ensure a comprehensive understanding of the programme's impact, the PSHE lead takes on the responsibility of evaluating this evidence.

Additionally, a systematic evaluation process is implemented, wherein the PSHE lead regularly assesses both the recorded evidence and the planning of PSHE lessons. This ongoing evaluation not only gauges the effectiveness of the programme but also provides valuable insights into areas of improvement and success. The outcomes of these evaluations inform future planning, enabling targeted support and refinement across the school. This commitment to continuous assessment and improvement reflects Bedford's dedication to providing a high-quality PSHE curriculum for the development of its students.

Our Governing Body will receive a report detailing the impact of PSHE across the school. A whole school PSHE action plan and targets will also be shared with Governors throughout the academic year.

Equal Opportunities and Differentiation

At Bedford, the PSHE curriculum serves as a platform for children to embark on a journey of self-discovery and exploration of the world around them. Active participation in discussions and activities is integral to this process. During the planning phase, our resolute staff carefully consider the need for task modifications, ensuring that the learning experiences are inclusive and accessible to all students. Recognising the diverse needs within our student body, staff members are committed to arranging for peer or adult support whenever necessary. This initiative-taking approach aims to create an environment where every child can engage meaningfully, fostering a culture of inclusion and support within the PSHE learning framework at Bedford.

At Bedford, we acknowledge and respect the unique individuality of each child, recognising that participation in activities can pose varying challenges. Our committed staff is dedicated to ensuring that every child engages at their appropriate level, taking into consideration their specific needs and preferences. For instance, children with autism spectrum disorder (ASD) may opt to listen rather than actively contribute to the session, and we fully respect and accommodate these preferences.

Our inclusive approach aims to create a supportive learning environment where every child feels comfortable and valued. By tailoring our strategies to the diverse needs of our students, we aspire to foster an atmosphere that promotes learning, understanding, and individual growth for all children at Bedford.

Foundation Stage

Throughout the Foundation Stage, children work towards the Early Learning Goals as set out in the 2024 EYFS statutory framework. Personal, Social and Emotional development (PSED) is highlighted as one of the three *prime* areas: communication and language, physical development and PSED. These areas are

'particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.'

The Early Learning Goals for PSED are broken down into three main areas:

- Self-regulation
- Managing self
- Building relationships

These three areas underpin daily practice in the Foundation Stage and are well supported and extended by EYFS SEAL guidance and resources. For further information, please see EYFS policy.

Emotion Works

Emotion Works is a visual and colourful educational program designed to help children...

- Learn a range of age-appropriate emotional vocabulary.
- Develop emotional understanding.
- Manage feelings and emotional behaviors.
- Develop resilience.

Bedford Primary School has implemented the Emotion Works program across all stages. This initiative not only establishes a common emotional language but also ensures a consistent approach within the school community when addressing emotions.

The incorporation of the "cogs" model in lessons is a structured and progressive approach, allowing students to develop an understanding of various emotional responses. The extension of this model from Early Years Foundation Stage (EYFS) to Key Stage 2 (KS2) demonstrates a thoughtful and developmental progression in emotional literacy.

By providing parents and carers with a guide of the model, Bedford fosters a collaborative learning environment where emotional intelligence is reinforced both at school and in the home. The introduction of additional cogs in year 5 and 6 further enhances students' emotional literacy, encompassing intensity and influences.

The integration of Emotion Works across the curriculum not only enriches academic activities but also deepens connections between subjects. This cross-curricular approach (involving drama, art, reading, and writing) adds a valuable layer to students' learning experiences.

By using various stimuli such as stories, films, drama, and art, Bedford Primary School encourages students to relate emotional concepts to real-life situations. This approach facilitates a holistic understanding of emotions, enabling students to recognise, label, and regulate their emotions while making connections to the broader world around them. Overall, Bedford's commitment to emotional

education contributes significantly to the social and emotional development of its students.

Parental and community Involvement

At Bedford, we highly value the support of parents/carers and the local community in our educational endeavours. To foster transparency and collaboration, our Long-Term Plan (LTP) is readily accessible to parents through our website. This ensures that parents have insight into the educational journey and objectives laid out for their children.

Moreover, we recognise the paramount importance of keeping children safe, and to support parents in this regard, our website features a dedicated 'Staying Safe' link within the 'Parents' section. This resource provides valuable information and guidance to empower parents in creating a safe and nurturing environment for their children. Bedford is committed to maintaining an open line of communication and providing resources that strengthen the partnership between the school, parents and the wider community. When necessary, additional information will be sent out to parents, for example, Year 6 pupils will be contacted before lesson discussing puberty and body changes.

Policy Review

The PSHE policy will be reviewed annually and is to be reviewed in July 2026 in preparation for the following academic year.