
PSHE POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

Approved by:	Headteacher
Last reviewed on:	Spring 2026
Next review due by:	Spring 2029

Aims of PSHE

Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. Pupils are actively encouraged to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop pupils' sense of self-worth and we teach them how society is organised and governed. We ensure that pupils experience the process of democracy in school through the School Council and learn about democracy in the wider community. We teach them about their rights and responsibilities and enable them to learn to appreciate what it means to be a positive member of a diverse, multicultural society.

Curriculum Intent

We have a broad and balanced PSHE curriculum at Buttsbury Primary School where children are given the opportunity to master their learning by 'applying what they have learnt to a new situation'. The curriculum supports children to become fantastic role models and the very best versions of themselves.

- We recognise that we as individuals each have different identities and that it is important to share and celebrate the differences between us.
- We aim to support children to recognise their dreams, set achievable goals and develop strategies to overcome obstacles.
- The children are aiming to understand the factors which influence a healthy lifestyle, explain the significance of making healthy choices and the impact this will have on their lives.
- Children will recognise what constitutes a healthy relationship and the different forms this will take; from different types of families to how to establish healthy and safe boundaries in their relationships as they grow older.
- Children will understand that they will face challenges during periods of transition in their lives and will be equipped with strategies to manage any difficult emotions which may arise as a result.

Curriculum Implementation

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in PSHE include: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

At Buttsbury Primary school, PSHE lessons may include:

- 'Calm Me' - time to reflect and prepare us for our learning.
- Group Discussion and 'Talk Partners' – opportunities to share ideas and respectfully listen to the responses of our peers.
- Drama and Role Play – activities to safely explore how the children may react in different scenarios and develop appropriate responses to difficult situations.
- Case studies and personal reflection – the opportunity to reflect on their own experiences and the experiences of others.

- Collaborative working and independent activities – children are able to work in mixed abilities pairs and small groups to share ideas and apply what they have learnt independently.

Curriculum Impact

As a result of our PSHE curriculum, children are equipped with the necessary knowledge and skills for the next stage of their educational journey. Children are resilient, well-rounded individuals who can solve problems and overcome challenges they may face in their daily lives e.g. physical and emotional changes and new experiences. Our children are emotionally secure and intelligent, they are equipped with tools to help them make safe, healthy and sensible decisions. As a result, the community of learners at Buttsbury Primary School are respectful, kind and self-sufficient, creating a positive environment for all to thrive.

Teaching and Learning Styles:

Pupils are provided with a range of everyday experiences which play an important part in promoting the social, moral, spiritual, cultural, economic, mental and physical development of our pupils.

In EYFS and KS1, PSHE is taught for 1 hour per week and is delivered by a designated HLTA, who is supported by the subject leader for PSHE. In KS2, children take part in a fortnightly lesson which is also taught by a designated HLTA, who is supported by the PSHE subject lead.

PSHE is taught through a range of teaching and learning styles including discussion, drama, role-play, case studies and reflection and through the use of published materials including resources from Jigsaw PSHE. The scheme is fully compliant with the DfE Statutory Relationships and Health Education Guidance and the non-statutory PSHE guidance outlined by the PSHE Association.

The children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising or involvement in an activity to help other individuals or groups less fortunate than themselves. At the start of each academic year, pupils in both key stages carry out class elections to elect representatives for the School Council. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church and other organisations, whom we invite into the school to talk about their role in creating a positive and supportive local community. These guest speakers also provide pupils with the opportunities to ask questions and seek advice if needed.

PSHE Curriculum Planning:

PSHE at Buttsbury Primary school follows the Jigsaw PSHE scheme. PSHE overlaps with other areas of our curriculum such as Science and RE. It also includes Relationships and Sex Education (RSE), Drug Education and Anti-Bullying. These areas all have their own policy documents.

We follow the units and planning ideas from the Jigsaw PSHE scheme of work. The scheme of work was implemented in the Summer Term 2019 to include the new Jigsaw materials and its use and impact have shown to have had a

positive impact on the delivery of lessons. Children are provided with engaging tasks and extension activities in each lesson and scaffolded activities are provided when appropriate, which provides all children with the opportunity to become independent learners.

The scheme of work aims to develop skills in a range of health and well-being topics throughout the pupils' seven years at the school. This approach ensures units are progressive and also enables pupils to develop into healthy, well-informed and well-rounded young people. The scheme of work also aids the transition of pupils at each stage of their educational journey.

Relationships and Sex Education (RSE) are taught in addition to this programme of PSHE. Please see RSE policy for further details.

We offer a variety of educational visits which offer opportunities for PSHE as well as supporting the teaching and learning of other curriculum areas. In Year 4, pupils are offered a two-day residential visit to Danbury in Essex. There is a particular focus on developing pupils' self-esteem and giving opportunities to develop leadership and co-operative skills through a range of outward bound and teamwork activities.

Early Years Foundation Stage (EYFS)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSHE lesson links with English:

Examples of PSHE/ RSE activities and tasks which support the development of English:

- Communication and Language- Children have the opportunity to articulate their thoughts, feelings and ideas. Their vocabulary is extended to ensure children understand the topics and how to use new vocabulary correctly
- Writing skills – Children have opportunities throughout the year to record through drawings and writing to engage with the content being taught and discussed in their PSHE lessons.

PSHE lesson links with Maths:

Examples of PSHE/ RSE activities and tasks which support the development of Maths:

- Time- Children explore the concept of time by having a clear structure for each part of the PSHE lesson. For example, first Calm Me Time, next Open My Mind. During the calming time, children also get the chance to notice the passing of time through the chime sound and counting of their breath.
- Counting- Children are taught breathing strategies using counting as a support.

Teaching PSHE to children with special educational needs (SEND)

- PSHE is an inclusive subject, and adaptations are planned for to ensure all children can access the learning and succeed.
- There will be opportunities in PSHE for all children to practise skills and extend their thinking.
- The programme of study will be taught in ways appropriate to all children's abilities.
- There will be equal access to materials.
- Participation in a wide variety of PSHE activities will be encouraged.
- Visuals and materials are consistent throughout the school.

Role of the PSHE Subject Leader

The PSHE subject leader will:

- Provide assistance to all staff when requested, in order to implement the PSHE policy consistently throughout the school
- Organise resources to support the school PSHE policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues
- Monitor policy and teaching and learning in PSHE

Monitoring and Review:

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. She/he is also responsible for supporting the HLTA in their delivery of the PSHE curriculum. The subject leader also seeks potential opportunities for training and subject development. The subject leader is also responsible for writing the PSHE action plan. This will involve evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Monitoring time for the subject leader is provided once a term in order to enable her/him to fulfil this role by reviewing samples of children's work, visiting classes to observe teaching in the subject and carrying out pupil perception surveys.

Assessment and Reporting to Parents:

Pupils have topic books to present their PSHE work in. In addition, some of our PSHE learning is covered through discussion and role play activities, therefore there is not always a written outcome.

The HLTA teaching PSHE to each class will evaluate the achievements of pupils in PSHE and indicate whether each child is working towards, working at or working above the expected standard. Teachers will report these achievements to parents each year through the end of year report.

Mastery

Effective mastery in PSHE encourages all pupils to consider their own personal values and beliefs, as well as those of others.

Pupils are provided with the opportunities to ask and respond to a variety of higher order questioning that reflect on their own values and opinions. Pupils are able to challenge the beliefs and ideas of their peers in a diplomatic discussion. Children ask their own deep-thinking questions and are given time to contribute to peer discussions and debates. Pupils learn deep, rich and coherent 'powerful knowledge' that they are then able to transfer to other areas of the curriculum and in the wider world.

A variety of stimuli is used to stimulate curiosity and deepen thinking. Children are able to apply these to a variety of written and practical activities within lessons. Pupils are encouraged to compare and contrast their own thoughts and opinions with others in a calm and respectful manner. As a result of this, pupils have a deep understanding of the actions, views and beliefs of others and the world around them.

Equal Opportunities

We aim to provide for the education of children of all ethnic and religious backgrounds. Where children have a physical disability, we aim to provide resources and learning experiences that will support their learning in PSHE.