

Approved: Summer 2025

Review Due: Summer 2026

Website Policy

THE GLEBE PRIMARY
SCHOOL

PSHE Policy





The Glebe Primary PSHE Policy

Personal, Social and Health Education

RRSA Articles

Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 42

You have the right to know your rights. Adults should know about these rights and help you to learn about them too.

1 Statement of intent:

The Glebe School is a happy and caring community where everyone is valued. We offer a welcoming and stimulating environment where all learners achieve success through challenge and an education tailored to their needs. We encourage all our children to develop a love for learning and we equip our children for their life choices in an ever-changing world.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice. At the Glebe Primary School, we believe that our PSHE curriculum should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help build their confidence, resilience and self-esteem, and ability to identify and manage risk, make informed choices and understand what influences their decisions. At the Glebe Primary school we call our PSHE education 'Learning for Life.'

1.1 The aims of the PSHE curriculum enable the children to:

- know and understand what constitutes a healthy lifestyle, including through healthy eating and physical activity.
- understand and manage their emotions
- understand that mental health is just as important as physical health;
- learn to recognise and talk about their emotions and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- make the right choices and develop healthy behaviours with the aim of reducing health inequalities later in life and promoting social inclusion;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- be aware of safety issues, including online safety;
- understand what makes for good relationships with others including family, friends and wider community.
- have respect for themselves and others;
- be independent and responsible members of the school and the local community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem and make informed choices regarding social and personal issues;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.
- learn how to keep themselves safe including online safety
- recognise changes of an adolescent body
- recognise that some medicines help us and some medicines are harmful and illegal.

2 Roles and responsibilities

2.1 The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2 The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3 The PSHE Team are responsible for:

- Consulting staff on the PSHE curriculum and policy.
- Co-ordinating the PSHE curriculum.
- Ensuring that the curriculum is context driven.
- Ensuring that there is a planned curriculum that meets the needs of the children and that it is progressive.
- Supporting staff to deliver the PSHE curriculum through training.
- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RSE.
- Ensuring the curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the PSHE curriculum complements, but does not duplicate, the content covered in the other national curriculum subjects.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3 PSHE curriculum planning

At the Glebe Primary school, PSHE is taught by the class teacher or HLTA. We teach PSHE in a variety of ways. We teach PSHE through our core themes (see below) under the title of 'Learning for Life'. One lesson is delivered weekly, children engage in a range of learning types,

including discussions, written activities, physical activities, exploring new perspectives and exploring our own, personal skills. Additional PSHE lessons may also arise when addressing PSHE themes outside the weekly lesson.

From analysing information from our parents' perspectives, about our local community and health profiles for Stockton-on-Tees, we have adapted our curriculum to best suit the needs of the children at our school. In response to shared concerns at a local and national level, and as part of its care for the welfare of its pupils, the school believes it has a responsibility to inform and educate children about relationships, drugs, alcohol and the role of medicines. We develop PSHE through various activities and school events, for example through, assemblies, circle time, taking part in whole school initiatives (including FAB Week, an initiative to promote 'Friends Against Bullying' and Raising Aspirations Week, to promote varying career opportunities) and Change Makers, where representatives from years 1-6 regularly meet to discuss school matters and work together to help the school move forward.

3.1 Core Themes

- Relationships
- Keeping safe and managing risk
- Ourselves, growing and changing
- Mental and physical Wellbeing
- Zones of Regulation
- Digital literacy resilience
- Healthy lifestyles
- Belonging, our community and the wider world

3.2 Early Years Foundation Stage

All classes, from nursery to year six take part in PSHE lessons. Our PSHE curriculum is devised by the PSHE Team in conjunction with statutory guidance and resources from the PSHE association, alongside a shorter, termly plan. Class teachers choose when each objective is taught, based on their class' needs. Alongside this, a range of other planning and resources are used to teach our PSHE curriculum. We mainly teach PSHE in nursery and reception classes through topic work and discussions in line with the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE, matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. The PSHE education in the Foundation Stage is

modelled through play and adult interaction such as turn taking and managing friendships and when we teach 'how to develop a child's knowledge and understanding of the world'.

4 Teaching and learning styles

4.1 We use a range of teaching and learning styles to meet the PSHE requirements. We emphasise active learning by including children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, such as assemblies and involvement in helping others less fortunate themselves. We offer children the opportunity to hear visiting speakers, such as health workers, bank clerks, anti-social behaviour teams, police, emergency services and local clergy, whom we invite into school to talk about their role in creating a positive and supportive local community. Learning opportunities in other subjects such as in science are also developed and specific events and activities are to be planned into the school year to enrich learning. Opportunities are available for staff to identify individual training needs and relevant support is provided. In addition to this, PSHE related content is incorporated into staff meetings.

4.2 Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

4.3 Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. Children are informed in sessions that this cannot be guaranteed. If a staff member believes that a child is at risk or in danger, the staff member informs the designated safeguarding lead who acts according to the Safeguarding Policy. The child would be supported by the teacher throughout the process. The Designated safeguarding lead is the head teacher, Mrs. Moralee and the Deputies are Mrs Carnelly and Miss Sawdon.

All staff members have annual safeguarding training and know the designated safeguarding leads in school.

5 Teaching PSHE to all children at the Glebe

- 5.1** At the Glebe, the class teacher or HLTA teaches PSHE to all children, regardless of their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- 5.2** RSE education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information, and exploring issues and values.
- 5.3** Our teachers provide learning opportunities for children with special educational needs, matched to the individual needs of children with learning difficulties. Intervention will lead to the creation of Schools Support Plans. When teaching PSHE, teachers consider the targets set for children in their School Support Plans, some of which may be directly related to PSHE.
- 5.4** For more able pupils, teachers will provide additional opportunities to take responsibility, develop leadership and reasoning skills, think creatively and use their talents for the good of the class or the wider community.
- 5.5** We do not discriminate against anyone, be they staff or pupil, including on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and The Race Relations Amendment Act (2000) and covers both direct and indirect discrimination. In our PSHE lessons, we actively encourage the appreciation of difference and diversity and challenge prejudice with strategies such as discussion, circle time and through providing children with the opportunities to learn more about each other, their local community and the world around them.

6 Assessment for learning

- 6.1** Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

At The Glebe, PSHE objectives are evidenced using floor books. Each year group uses these books to display work, pictures, or comments made in discussions, recording evidence for each objective. This supports the key concepts and skills that underpin PSHE education and help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. We have clear expectations of what the pupils will know, understand and be able to do by the end of each key stage. Assessment also offers the children the opportunity to reflect on their own progress.

6.2 We do not set formal assessments in PSHE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

6.3 Children's progress in PSHE is reported at parent consultation meetings and in their end of year profiles.

7 Teaching Sensitive and Controversial Issues

7.1 Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

7.2 Safe and Effective Practice

We recognise that Relationships and Sex Education (RSE) is a highly sensitive subject. We firmly believe that effective RSE can make a

significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships.

It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching RSE and this is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances. RSE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

- 7.3** RSE is compulsory education. This means that parents/ careers cannot withdraw their child from RSE education. If parents/carers have any concerns, they should in the first instance speak to the class teacher.

At the Glebe Primary, we do not teach anything above what is required by the statutory guidance for each age group. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. RSE involves a combination of sharing information, and exploring issues and values, it is not about the promotion of sexual activity. For more information about our RSE please see the RSE policy.

7.4 Involving Parents and Carers

The school aims to build positive relationships with parents and careers by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

- 7.5** The school believes that it is important to have the support of parents, carers and the wider community for our PSHE curriculum. Parents and carers will be given the opportunity to find out about and discuss the PSHE curriculum through:

- Parent/carer awareness session.
- Parents/carers evenings.
- Information leaflets/displays/website.
- In the weekly school newsletter.

8 Monitoring and review

- 8.1** The PSHE/RSE team will monitor delivery of PSHE through observation and discussion with teaching staff and pupils to ensure consistent and

coherent curriculum provision. Subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Floorbook scrutiny
- Lesson planning scrutiny

The subject leader will create annual subject reports for the Headteacher and governing board to report on the quality of the subjects.

The subject leader will also work regularly and consistently with the Headteacher and RSE link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

This policy was updated by The PSHE Team in April 2024 in consultation with Governors and all teaching staff. This policy has obvious links with the following school policies: Confidentiality, Drugs, Health and Safety, E-safety, Behaviour, Safeguarding Children, Anti-bullying and Healthy Eating policy.

THE GLEBE PRIMARY SCHOOL

PSHE Policy

This Policy has been approved at a meeting
Of the Governing Body of the Glebe Primary School

On:Summer 2025.....

To be Reviewed:Summer 2026

Chair of Governors:

Gill Broome

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