



Barley Fields

Primary School

Personal, Social and Health Education Policy

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Prepared by:	Head Teacher / PSHE Lead
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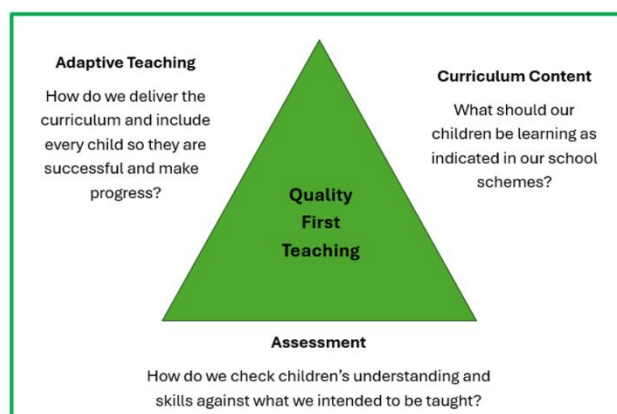
See also Behaviour Policy; Drugs Policy; Sex and Relationship Education Policy

1. Curriculum Statement

At Barley Fields Primary we have designed our PSHE curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for PSHE is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.

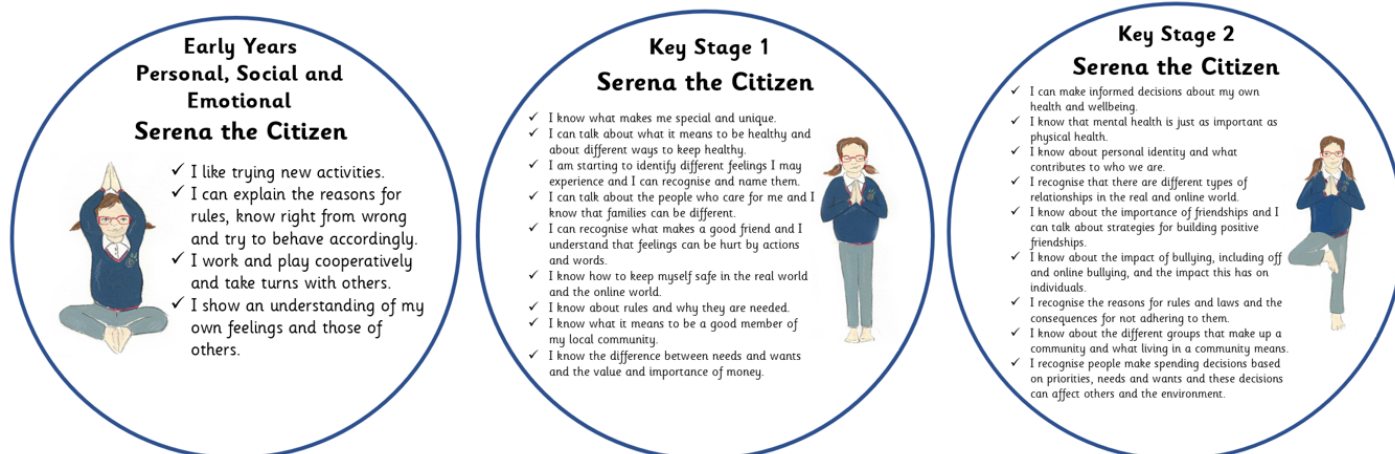


Intent: This is what we want for your child.

At Barley Fields Primary, we provide a warm, safe and happy environment where children can freely share and learn from their experiences. It is our intention that the children will understand their rights (UNCRC) and their responsibility to uphold these. We want the children to know how to be safe in the different situations they will face throughout their lives and how to develop and maintain healthy relationships. We strive to ensure our children can make informed decisions as safe, responsible citizens with a focus on the online world they navigate each day, both socially and within school. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the election and running of the school council.

We believe that developing a growth mindset in our children will help them to build resilience, independence and confidence; embrace challenge; and foster a love of learning. We aim to ensure that our children enter Key Stage 3 with confidence, high aspirations and a belief in themselves. Throughout their primary school journey, we strive to instill the importance of understanding the protected characteristics in the world our children are growing up in. We intend that children learn to appreciate what it means to be a positive member of a diverse and multicultural society. We will prepare them for the opportunities, responsibilities and experiences of later life and as a result, our children will be able to play a positive and successful role in today's society.

Our school curriculum character for PSHE, *Serena the Citizen*, has been designed to represent the curriculum end points as children progress through school. Our children are regularly exposed to the core skills and knowledge to support them in becoming a positive member of the community and the wider world.



2. Roles and Responsibilities

The PSHE leads are responsible for:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the PSHE curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keeping up to date with new developments in PSHE and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encouraging other members of staff in their PSHE teaching and give support where appropriate
- Ensuring that PSHE maintains a strong profile within the school, through displays etc
- Keeping a portfolio for PSHE that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work

Teachers are responsible for:

- Planning and delivering the PSHE (and RSE) curriculum in line with the school long term and medium-term schemes of work.
- Delivering high quality and interactive teaching which facilitates progress.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of PSHE teaching and learning within the Interactive Floor Book for the year group

3. Teaching Pedagogy and Curriculum

Our children follow a carefully structured PSHE curriculum designed to progressively enhance their understanding of the world and to provide them with the skills to know how to keep safe and healthy. Our bespoke PSHE curriculum promotes discussion, encourages self-respect and helps to develop global citizens.

Our PSHE Curriculum follows a sequence of teaching that progressively builds and revisits our three key strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At Barley Fields Primary School, we recognise the importance of building strong relationships built on mutual respect. By revisiting the three main themes across each year group, children consolidate the key skills needed to stay safe; develop and maintain positive relationships and to be active citizens in the wider world.

We have written our curriculum, not only within the Government guidelines, but also considering the personalised needs of our children. Our curriculum incorporates the Rights Respecting Schools Agenda, Global Goals, a Growth Mindset approach, British Values and an understanding of the Protected Characteristics. These are all integral parts of our school ethos. Our approach to PSHE starts in Early Years and progresses across school.

PSHE is delivered weekly by the class teacher to ensure our key areas and topical themes, often identified through Picture News, can be addressed promptly. The delivery of the curriculum, through detailed curriculum plans, allows for adaptive teaching and gives teachers the skills and expertise to teach and deliver bespoke sessions to each class. Our lessons are focused on debate, discussion and circle time. We understand the importance of children having a positive and purposeful PSHE curriculum by giving each child a voice and ensuring their views and ideas can be heard.

At Barley Fields Primary School, we encourage and guide our children to play a positive role in contributing to our school and the wider community. 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 an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes

in such a way that children are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. Assembly themes are closely linked to PSHE, Rights Respecting Schools, British Values and SMSC and incorporate additional sessions that benefit the whole school as required. Our community-based visitors give children the support and expertise to stay safe in our local area – focusing on areas we know are relevant to our children. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of the diverse society in which we live. Visitors such as the emergency services; first aid workshops; pedestrian safety and Careers Week complement and strengthen our PSHE curriculum to offer additional learning opportunities that enrich children's experiences. We want our children to be safe, keep safe and teach them how to stay safe.

We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

British Values

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' (2011) – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

4. Curriculum Progression

Early Years Foundation Stage

In the Early Years, PSHE education supports children's personal, social and emotional development by helping them build positive relationships, develop self-confidence, understand feelings, and begin to learn about health, safety, and well-being through play and everyday experiences.

Key Stage One

In Key Stage 1, this foundation is built upon as children develop greater self-awareness, resilience and empathy, learning about friendships, respecting differences, managing emotions, making healthy lifestyle choices and staying safe.

Key Stage Two

By Key Stage 2, children are supported to make more independent, informed decisions, with a focus on growing responsibility, positive relationships (including online), physical and emotional changes, rights and responsibilities, and understanding wider social issues, preparing them for the transition to secondary school and the challenges of adolescence."

5. Assessment

Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what the children will know, understand and be able to do at the end of each Key Stage.

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

Children are assessed throughout the year and their achievements are reported to parents in an end of year report. Assessment forms an integral part of teaching and learning in PSHE. This is done formatively as part of the adaptive teaching model used in school; observing children working, listening to their responses to questions and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group and age-related expectations using the SONAR system.

Summative assessments are reported on SONAR annually for whole school analysis and tracking of pupil progress.

6. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the PSHE Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The PSHE curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

7. Resourcing

Our PSHE coordinator holds a selection of reference materials for teaching sensitive issues. We have a range of resources in our planning systems and Go-Givers on-line resources are accessible to all teachers who can adapt them to differentiate for each year group.

8. Monitoring and Evaluation

To monitor and evaluate PSHE the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in R.E., co-planning, team teaching, observing and giving feedback
- Monitor the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.
- Review and advise the SLT on PSHE resource provision.
- Work co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for PSHE.

9. Health and Safety

At Barley Fields Primary children our curriculum is in accordance with the health and safety guidelines.

Policy Monitoring and review

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or a member of the PSHE team.