

Bishop Lonsdale

PSHE Policy

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**Statement of intent**

At Bishop Lonsdale the PSHE (Personal, Social, Health and Economic) curriculum plays a crucial role in shaping well-rounded, confident, and responsible individuals. By focusing on mental well-being, healthy relationships, and personal safety, equipping the children with essential life skills that support them in both their personal and academic journeys.

The Jigsaw Programme provides a structured approach to this learning, offering consistency from Nursery to Year 6, helping children build resilience and develop a sense of responsibility. Encouraging active participation in both local and global communities reinforces the idea that every individual can make a difference.

Throughout the programme of study:

* The inclusion of British values fosters a strong sense of identity and respect within a diverse society, ensuring the children understand the principles of democracy, tolerance, and individual liberty.
* The statutory Relationship and Health Education outcomes are covered following our RHE Policy that is reviewed annually.
* The Protective Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are addressed where appropriate, using age related contents
* Links are made to the UN Convention on the Rights of the Child

In Nursery and Reception the Jigsaw Programme of study mainly covers aspects of Personal, Social and Emotional development, Communication and Language and the Understanding the World areas of learning in Development Matters.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Children and Social Work Act 2017
* DfE (2014) ‘National curriculum in England: framework for key stages 1 to 4’
* DfE (2022) ‘Personal, social, health and economic (PSHE) education’
* DfE (2021) DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* DfE (2023) ‘Keeping children safe in education 2023’ (KCSIE)

This policy operates in conjunction with the following school policies:

* RHE Policy (Relationships and Health Education)
* Child Protection and Safeguarding Policy
* Complaints Procedures Policy

## Roles and responsibilities

The Local Academy Committee is responsible for:

* Ensuring the school’s PSHE Policy is implemented effectively.
* Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Head of School is responsible for:

* Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
* Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
* Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
* Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
* Promoting and safeguarding the welfare of all pupils at all times.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The PSHE leader is responsible for:

* Leading, managing and developing the school’s provision in the subject area.
* Facilitating the day-to-day implementation and management of the PSHE Policy.
* Reviewing the PSHE Policy annually.
* Promoting and implementing the school’s Equality, Equity, Diversity and Inclusion Policy at all times.
* Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
* Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
* Acting as a positive role model for all pupils and staff members.

## Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

* Drug education.
* Financial education.
* Relationship and Health education.
* The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RHE – covering relationships education at key stages 1 and 2, and health education from key stages 1 to 2.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

* Relationships and Health Education Policy.

The school’s PSHE curriculum will also cover economic wellbeing, personal safety, including assessing and managing risk, as vital parts of the school’s PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

**Curriculum organisation**

PSHE education will address both pupils’ current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

* Core knowledge is sectioned into units of a manageable size.
* The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
* Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

* Designated PSHE time
* Use of external agencies and services
* School ethos
* Small group work
* Cross-curricular links
* Assemblies
* Enrichment days or weeks

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils’ opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

* Pupils’ ability.
* Pupils’ age.
* Pupils’ current knowledge on and readiness to learn about the topic being covered.
* Pupils’ cultural backgrounds.
* Pupils with EAL.
* Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school’s Primary Relationships and Health Education Policy.

## Programme of study

The Jigsaw programme provides a structured approach to this learning, offering consistency from Nursery to Year 6, helping children build resilience and develop a sense of responsibility. Encouraging active participation in both local and global communities reinforces the idea that every individual can make a difference.

Throughout the programme of study:

* The inclusion of British values fosters a strong sense of identity and respect within a diverse society, ensuring the children understand the principles of democracy, tolerance, and individual liberty.
* The statutory Relationship and Health Education outcomes are covered following our RHE Policy that is reviewed annually.
* The Protective Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are addressed where appropriate, using age related contents
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In Nursery and Reception, the Jigsaw programme of study mainly covers aspects of Personal, Social and Emotional Development, Communication and Language and the Understanding the World areas of learning in Development Matters

In each year group the Jigsaw programme of study is split into 6 puzzle pieces (units of work)

* **Autumn 1 – Being Me in My World** **-** Includes understanding my own identity and how I fit well in the class, school and global community**.** During Autumn 1 we hold our Diversity week following a three-year cycle
* **Autumn 2 – Celebrating Differences** **-** During Autumn 2 we also participate in Anti-bullying week
* **Spring 1 – Dreams and Goals** **-** Includes goal-setting, aspirations, who do I want to become and what would I like to do for work.During Spring 1 we also participate in Children’s Mental Health Week
* **Spring 2 – Healthy Me** **-** Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
* **Summer 1 - Relationships** **-** Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
* **Summer 2 – Changing Me –** Includescoping positively with change, puberty and the menstruation cycle (in Year 4), body image, self-image, self-esteem. responsibilities and rights.

## Assessment

The school will set the same high expectations of the quality of pupils’ work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils’ knowledge and understanding will be assessed through discussion and the children’s self-assessments and reflections.

## Withdrawal from lessons

Parents do not have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 4 for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

## Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school’s Safe Guarding Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school’s Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## Monitoring and review

This policy will be reviewed by the Head of School and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is June 2026