Baslow St-Anne's Church of England PSHE Policy

Growing healthy minds and hearts together

"Life in all its fullness"

Version/ Issue	Date		Author	Reason for Change
1	October 2015		M Clark	
2	November 2016		M Clark	Reviewed guidance from PSHE Association
3	November 2017		M Clark	National updates
4	November 2018		M Clark	Values underpinned

5	September 2019		M Clark	JIGSAW (scheme) information added/overview amended.
6	May 2021	05/C&S/05/21	M Clark	Additional highlight to statutory Relationship Education
7	May 2022	05/C&S/05/22	M Clark	Added cross reference to SEND/G&T policies
8	June 2023	09/C&S/06/23	M Clark	No changes
9	March 2024	06/C&S/03/24	M Clark	Updated with additional resource of Kapow and change of lead teacher to L Grant
10	October 2025	06/C&S/1025	M Clark	Joint Subject lead to Jess Christie + MC
11	September 2026	06/C&S/0926	M Clark	Read in conjunction with RSE Policy Change to scheme -now PSHE Matters (Derbyshire)

To be read in conjunction with Baslow St. Anne's CE Primary RSE Policy

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

Overview

Our intent as a school is to ensure that we deliver a wide and enriched curriculum which is underpinned by a strong and effective PSHE curriculum, to enable all of our children to develop, progress and flourish as kind, respectful and confident individuals, who recognise the needs and difference of others ready for secondary school and beyond.

Section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

At Baslow St. Anne's, Personal, Social, Health Education (PSHE) is fundamental to our rich, broad and balanced curriculum. We believe that the teaching of PSHE is key to developing each child to their potential and preparing them to be moral and respectful citizens of the 21st century.

Guidance from 'The PSHE Association' (http://www.psheassociation.org.uk) has been taken to develop the policy and scheme of work. We also use the guidance from our ~~published scheme JIGSAW and Kapow,~~ Derbyshire scheme: PSHE Matters with updated resources to meet the new statutory requirements for relationship education.

Coverage from Derbyshire PSHE Matters

The programme of study is based on the following main themes all building on a mindful approach to PSHE

~~1. Being Me in My World~~
~~2. Celebrating Difference~~
~~3. Dreams and Goals~~
~~4. Healthy Me~~
~~5. Relationships~~
~~6. Changing Me~~

1. Drug Education
2. Experiencing Emotions
3. Being Healthy
4. Growing Up
5. Changes
6. Bullying Matters
7. Being Me
8. Difference & Diversity
9. Being Responsible
10. Being Safe
11. Relationships
12. Money Matters

(See the Derbyshire PSHE Matters updated 2026 scheme of work)

Aims

Our scheme of work: Derbyshire PSHE Matters brings together PSHE, relationship education, health education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching styles are varied and are mindful of preferred learning styles and the need for differentiation. Our scheme is aimed to be a whole school approach from EYFS to Y6, with the whole school working on the same theme at the same time, enabling the theme to be introduced to the school, generating a whole school focus.

Relationships and Health are statutory components of PSHE education – sex education is non-statutory, but taught at age appropriate levels through school.

The scheme is closely linked with: social, moral, spiritual and cultural (SMSC) education, R.E. and Enterprise.

The programme of study will continue to be an integral part of the school curriculum and should always be taught in a sensitive manner appropriate to the needs of the individual child. It should be developed as a natural part of the pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

The overarching aim for PSHE is to provide pupils with:

- ✓ accurate and relevant information age appropriate
- ✓ opportunities to turn that knowledge into personal understanding
- ✓ opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- ✓ the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- ✓ To fulfil the statutory requirements of 'Relationship and Health Education' at EYFS/Key Stage 1 and 2

Key roles and responsibilities

The PSHE leader is responsible, in consultation with all class teachers, for planning, running and evaluating the effectiveness of the programme. The leader is responsible for keeping the staff and Governors informed.

Learning and Teaching

A variety of teaching and learning styles will be used when delivering PSHE. These may include: discussion, videos, drama, debate, ICT and stories. It is important to set the appropriate climate for learning by encouraging active participation, asking the children open ended questions and encouraging them to ask open ended questions of each other.

Assessment

There are no attainment targets for PSHE education but the DfE sets out end of Primary Statements, which PSHE Matters works towards.Teachers assess the children by making informal judgements as they observe them during lessons, alongside using a variety of: cold and hot tasks/quizzes/Assessment Wheel. Baseline assessment is utilised, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Baslow St. Anne's has several reward systems to recognise achievement in personal development such as:

- ❖ Star and Kindness Rewards – EYFS + KS1
- ❖ On Route to Success – transition KS1 to KS2 Y3 Reward System
- ❖ 'PHD' reward system in KS2 is based around assessing the children at different stages of their personal development and appropriately rewarding with bronze, silver and gold. Celebration assembly often celebrates values, personal achievement and rewards thoughtful, caring behaviour.
- ❖ Behaviour Pathways which are consistently used throughout the school can be a way of rewarding the children for many aspects of the PSHE curriculum eg: positive behaviour to others, kindness marble jars, exemplary attitude to learning and others, respect for others, strong values and morals etc.

SEND and Gifted and Talented

All pupils receive support appropriate to their needs. This is achieved within the classroom through the teacher knowing their pupils and planning accordingly. Significant consideration is given to the needs of the higher attaining pupils and children who need more support due to additional needs. Cross reference with SEND and Gifted and Talented Policies.

Use of visitors and wider school community

Where appropriate, the school nurse, NSPCC, the local community police officer and other visitors will support the teaching of the PSHE /relationship education curriculum. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community. This can work in partnership with Enterprise eg: Enterprise in the Community project.

Parents/carers

Parents are informed of the curriculum termly on our curriculum maps and, where relevant, through additional communication. Annual reports to parents include a general comment on PSHE. We welcome the contribution parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHE programme and their child. An overview of the content to be covered in sex, relationship education will be shared with parents prior to the delivery of this. Some areas of coverage (only non-statutory parts) parents have the right to withdraw their child.

Involvement of children

Positive relationships amongst children are encouraged through the curriculum, based on skills of co-operation, listening, sharing, negotiation and conflict resolution. 'Circle time' can play an important role in this area and is often used up and beyond the curriculum time scheduled to respond to incidents that are current within the school day.

The school has an active school council where the class councillors are elected at the beginning of each new school year. Alongside our school council, ~~the local cluster has a cluster parliament~~. Both of these encourage democracy, core British values and supports all aspects of the PSHE/relationship education and citizenship curriculum. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

Sex Education – see separate SRE Policy

Our PSHE fully reflects the Equality Act and we take into account religious backgrounds and families of different faith. There are parts of the sex relationship education and coverage that parents can withdraw their child from – see separate SRE policy.

Monitoring and review

The Headteacher/ PSHE leader is responsible for monitoring the standards of children's work carried out in PSHE and the quality of teaching and learning. The Headteacher/leader supports colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school and relevant training. All staff

are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

PSHE/relationship education Leader: M Clark + J Christie

Key Role Governor: Sophie Moran

Policy written by: M Clark

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