

# Plumtree School's PSHE Education Policy

March 2025

## Context and rationale

This policy covers our school's approach to Personal, Social, Health and Economic (PSHE) education. It was produced by the PSHE Leader through consultation with the Head Teacher, Deputy Heads, DSL, and all teachers in school. PSHE is a fundamental part of Plumtree School life, as well as explicit teaching sessions it will also be built into many aspects of the wider curriculum.

## Availability

This policy is available to parents through the school website and school office and will be communicated with parents from the time their child starts at Plumtree.

## Aims and objectives.

The PSHE education at Plumtree School works alongside all other aspects of our curriculum and our whole school values and reward system to enable children to become happy, healthy, independent, and responsible members of society, preparing them for life now and in the future. The curriculum aims to develop children's confidence and self-esteem.

The aims are taught through three core areas of PSHE and Citizenship Education:

- **Health and Wellbeing** - lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.
- **Relationships** - lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.
- **Living in the Wider World** - lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

## Creating a safe and supportive learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback.

At Plumtree School we will create a safe and supportive learning environment in the following ways:

- In circle time activities, working with pupils to establish ground rules about how they will behave towards each other in discussion.
- Providing opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class.
- Being cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies, and the law.
- Being sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues.

- Always working within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Linking PSHE education to our school values (ROOTS) and whole school reward system e.g. Head Teacher Award Cards, Y6 Leadership cards, Values Tokens, Team Points, Star of the Week.
- Making pupils aware of reliable sources of support both inside and outside the school

All staff teaching PSHE will be supported by the PSHE Leader, DSL, and Head Teacher.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by consulting with the DSL and Head Teacher.

This policy is informed by the school's safeguarding policy.

### **Entitlement and equality of opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance by ensuring PSHE is inclusive and meets the needs of all our pupils. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and celebrate our differences and similarities as part of our whole school values. We expect our pupils to always treat others with respect and kindness. We use PSHE education to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs and ensure that pupils with SEND receive access to PSHE. We will not exclude access to PSHE for any pupil.

Pupils below compulsory school age have a programme of activities appropriate to their age.

### **Intended outcomes**

The learning outcomes of our programme of learning will be that pupils will:

- Be tolerant and respectful members of the school community and society and have the skills to develop positive relationships with their peers, school staff and wider community.
- Be respectful to other people, understanding that it is against the law to discriminate against someone because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation (protected characteristics set out in the 2010 Act (a)).
- Play an active, positive role as citizens in a democratic society and have a knowledge and understanding of British values.
- Develop healthy and safe lifestyles where they can make informed choices regarding personal and social issues including keeping safe online.
- Understand what affects their mental health and know ways to take care of it.
- Understand the role that money plays in people's lives and begin to understand the meaning of financial risks.

## **Learning and teaching**

Teachers in EYFS will work to the standards in the PSED area of their curriculum. Teachers in KS1 and KS2 will use the Twinkl Life PSHE and Citizenship Education Scheme of Work as a long-term and medium-term plan, then produce more detailed lesson plans, tailoring the content and design to meet the needs of their pupils. The scheme focuses on three core areas which are; Health and Wellbeing, Relationships and Living in the Wider World.

Our PSHE programme will be taught through a range of teaching methods and interactive activities such as circle time, class discussions, role play, quizzes, enterprise projects and information sharing. A variety of learning methods will be employed to best engage children, being sensitive to different learning needs including SEND. PSHE usually takes place with the pupils' usual class teacher. A visitor such as a D.A.R.T. officer (Y5 & Y6), at times, may supplement the PSHE curriculum as a planned event with the teacher present. Lessons will be differentiated by adapting resources and using carefully planned questions and activities to ensure all children can access the lessons.

High quality resources will support our PSHE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school values. PSHE education lessons will link and complement learning in many other aspects of the curriculum for example Computing, History, Geography and RE.

In PSHE lessons teachers will set ground rules to encourage positive respectful behaviours and to help build confidence, such as in circle time the right to 'pass' if a child does not want to share ideas in a discussion. When discussing sensitive issues as a class, children will be encouraged not to use names but to say 'someone I know' to protect confidentiality. If a pupil makes a disclosure or seeks specific advice on a personal issue the teacher will follow this up with the child in line with the school's Safeguarding policy.

Pupils will be encouraged to reflect on their own learning and progress in lessons; teachers in Year 5 and 6 for example make a box available in which pupils can place anonymous questions or concerns. In Year 3 and 4 they have a 'worry monster' where children can ask anonymous questions and share worries that the teacher will address appropriately.

Assessment in PSHE will include marking of children's work, informal observations, self-assessment, and peer assessment. PSHE will be reported to parents in the annual summer term individual report within PSHE.

An overview of the learning in each year group can be found in the whole school curriculum planner and PSHE long term planning overview.

## **Teaching responsibility and staff training**

The programme will be led by the PSHE Leader and will be taught by all class teachers. It will be supported on occasion by other professionals such as visitors from charities such as the NSPCC. Teachers responsible for teaching PSHE will receive training organised by the Head, Deputy, DSL or PSHE leader. The PSHE leader will share any available CPD opportunities with staff and pass on key information and updates on the PSHE curriculum in staff meetings. We will use external contributors when it is considered that it is of educational benefit to the

pupils for example a DART (Drug, Alcohol, Resistance Training) officer. When using external speakers to deliver aspects of our PSHE programme we will ensure a class teacher is always present and will be required to sign in and have their DBS and Personal Photo ID (e.g. driver's license) checked before starting. They will also need to have read and understood KCSIE September 2024.

### **Safeguarding**

Teachers are aware that effective PSHE, which sometimes involves discussion of emotions and well-being, can lead to a disclosure of a child protection issue. Teachers will consult any concerns with the designated safeguarding lead (DSL) and in his /her absence their deputy.

### **The role of parents**

All school policies are available to parents through the school website and will be communicated with parents from the moment their child starts at Plumtree. We are committed to working with parents and carers as the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of PSHE'.

We will notify parents about the PSHE topics being taught in each year group via Seesaw.

### **Monitoring, reporting and evaluation:**

Teachers will critically reflect on their work in delivering PSHE within their Key Stage Teams and in discussion with the PSHE Leader during whole school monitoring.

Pupils will have opportunities to review and reflect on their learning during lessons. This will often take place during the plenary stage of the lesson and at the end of topics and may take the form of self-assessment traffic light symbols, marking ladders, informal group or class discussion or anonymous reflections using the boxes provided by the teacher.

Pupil voice will be influential in adapting and amending planned learning activities, this may be directly through feedback to the class teacher during the topic, via the School Council or during monitoring pupil-feedback activities with the PSHE leader.

### **PSHE policy review date:**

This policy will be reviewed in March 2026  
Phil Simpson  
Headteacher