



# Buxworth Primary School

## Personal, Social and Health eEducation (PSHE) Policy

### Overview and aims

At Buxworth Primary School we believe that *“PSHE is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. PSHE enables students to understand and respect our community, humanity, it’s diversity and its differences to that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.”*

*“Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe. PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. PSHE doesn’t just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE. For truly effective PSHE, the whole school ethos will support the curriculum and principles.”*  
*(PSHE Derbyshire Agreed Syllabus)*

PSHE at Buxworth Primary School is taught in accordance with the approaches and aims of the ‘Derbyshire Agreed Syllabus’. It is taught through a series of core themes which address aspects such as health and wellbeing, relationships and living in the wider world and explore themes which include:

- Being healthy
- Drug educations
- Difference and diversity
- Being me
- Exploring emotions
- Changes
- Relationships
- Growing up
- Being responsible
- Money matters
- Bullying
- Being safe

All of which ties in with our Project 25 values.

## **Teaching, Learning and Planning**

We plan our PSHE curriculum according to the Derbyshire Agreed Syllabus, taking into account the backgrounds and beliefs of the children who attend the school, their families and the community around us. We ensure that all children build upon their prior learning and ensure that they have the opportunity to develop skills and knowledge throughout the unit of work.

PSHE planning can be seen in different formats at Buxworth Primary School, Long, medium and short term plans. Examples of which can be seen in the RE curriculum folder. The long term planning is mapped out by the subject lead and highlights the units which will be taught throughout the year, over a two year cycle (one year cycle in EYFS) Both medium and short term planning is carried out by the class teacher.

### Early Years Foundation Stage

We teach PSHE to all children in the school, including those in the Reception class. We relate the aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children within this class.

### KS1 and KS2

Throughout our school we base our teaching and learning style on the idea that outstanding teaching in PSHE allows children to explore and develop their understanding of themselves and the world around them.

## **Assessment**

Throughout, and at the end of each unit, teaching staff will assess and record children's learning against 'Core Themes Outcomes' from the Derbyshire Agreed Syllabus; this in turn will be used to inform planning and report to parents and governors at the end of the school year.

## **Equal Opportunities**

At Buxworth Primary School we set high expectations and provide opportunities for all learners to achieve success in PSHE regardless of culture, race, gender, ability or disability. Teachers will strive to overcome potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in PSHE so that all Children are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively.

## **Inclusion**

All learners at our school receive quality teaching with activities being differentiated accordingly. In addition, where identified learners are considered to require targeted support to enable them to work towards age related objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these learners.

**This policy was written: October 2024**

**Reviewed: July 2025**

**This policy will be reviewed: Every two years**

**Subject Lead: M. Brammer**