Varna Community Primary School

Policy and Guidelines for PSHE

Written by: R Crossley	**Date:** November '26
Date sent to Governors:	November '26
Next review due by:	November '28

1. Intent

PSHE is taught from nursery to year 6. The children's knowledge and understanding is built upon each year through the spiral curriculum of I Matter. Each area of the curriculum is repeated each year but advances in line with children's age and development. PSHE uses a range of games, books, written activities and calming techniques to deliver the aims of the curriculum. Topics engage and enthuse children and have been adapted to suit the needs of the school.

Pupils learn transferable skills in PSHE, which they can apply to social situations and the wider world. Children are given the chance to self-reflect and evaluate their learning, which provides an assessment tool for teachers. We liaise with Healthy Schools in order to ensure consistency across Manchester and regularly access their support and services. It is our aim to give children a holistic learning experience to help prepare them for the future.

2. National Curriculum Expectations

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen here. **This has been active since September 2020.**

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as I Matter, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet.

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

3. Scheme of Work

The I Matter Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

This I Matter PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school coordinators, school staff, governing bodies and local authorities, revised June 2014).

Aim of the I Matter PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

I Matter offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, I Matter properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. I Matter lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Objectives/Pupil learning intentions:

I Matter PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example: o Respect for self o Respect for others

- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

I Matter brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. I Matter is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.
There are six Puzzles in I Matter that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children’s needs today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that I Matter, the mindful approach to PSHE, is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

- Class teachers are responsible for teaching of the PHSE curriculum
- PSHE Lead – Mrs. A. Heatley is responsible for leading and developing the PSHE curriculum

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The I Matter Charter. (Ideally, teachers and children will devise their own I Matter Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The I Matter Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

4. Role of the Subject Coordinator

The subject coordinator:

- Is enthusiastic and positive in regards to their subject
- Is committed to raising the profile of the subject across the school
- Oversees quality outcomes across the whole school
- Keeps up to date with key research in regards to their subject
- Understand how pupils view their subject

5. Curriculum Content

See Appendix A

6. SEND Information

Varna Community Primary School is an inclusive environment where we welcome and celebrate diversity. In order to manage and support all pupils and their varying needs, reasonable adjustments are made within the school day across all subject areas. Teachers are responsible and accountable for the planning, teaching, assessment, progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN/D. In addition to this we make the following adaptations to ensure all pupils' needs are met. This is not an exhaustive list, but provides clear examples of support in place across the school:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Some children may work from a curriculum lower than their peers for example Pre-Key stage pupils.
- Adapting and being flexible with our resources and staffing
- Using recommended aids, such as computing equipment, coloured overlays, visual timetables, larger font, fidget toys etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some children may have an individualised timetable in order to support and meet their needs whilst at school.
- Additional interventions which are monitored and reviewed regularly, and at least every 6 – 8 weeks.

See Appendix B

7. Assessment

Assessment is broken down into different categories for each unit in every year group. The school's approach to assessment means that it is ongoing, taking place after each lesson to give a clear idea of progress and identify gaps. This then gives a clear picture of what each child has achieved at the end of each unit. The subject coordinator has converted the assessment statements into child-friendly statements to ensure the children understand what is being asked of them at every stage, and they have a clearer understanding of the key learning.

There is also the opportunity for self-assessment after each lesson for the pupils which gives further opportunities for reflection.

8. Equality

We teach a broad and balanced curriculum at Varna, and at no point is the curriculum narrowed. We plan units of work that can be accessed by all SEND and EAL learners as we believe our children possess unique gifts and qualities; as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types

of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

9. Other Key Information

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during I Matter lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using I Matter. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support.

The school believes that it is important to have the support of parents, carers and the wider community for the I Matter PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the I Matter PSHE programme through:

- Parent/carer I Matter awareness session
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

10. Rights Respecting School

At Varna Community Primary School, we are committed to embedding the principles of the UNICEF Rights Respecting Schools approach throughout our curriculum. We aim to develop pupils' understanding of children's rights and responsibilities, ensuring that the values of respect, equality, inclusion and fairness underpin teaching and learning. Through purposeful links to the UN Convention on the Rights of the Child (UNCRC), pupils are encouraged to recognise and respect the rights of others, develop a sense of social responsibility and understand their role as active, informed members of their school community and the wider world. Opportunities to explore these principles are woven naturally into curriculum content, supporting pupils in becoming thoughtful, respectful and responsible citizens.

11. Oracy

At Varna Community Primary School, we recognise oracy as a fundamental part of effective teaching and learning. Through our ongoing work with Voice 21, we are developing a whole-school approach that places purposeful talk at the heart of the curriculum. We aim to provide regular opportunities for pupils to articulate their thinking, explain and justify their ideas, listen actively and build upon the contributions of others. Teachers explicitly model and scaffold effective communication through strategies such as structured talk partners, discussion prompts and carefully planned opportunities for collaborative learning. By embedding oracy across all subjects, we aim to deepen understanding, develop pupils' confidence and ensure that every child has a voice and the opportunity to participate meaningfully in their learning.

12. Evaluation

Evaluation is carried out to improve the teaching and learning of PSHE within Varna. The PSHE coordinator and the curriculum coordinator appraise the curriculum provision made for PSHE within the school, in order that pupils make the greatest possible progress.

Evaluation includes a review of the content of the art curriculum to ensure that National Curriculum requirements are being fulfilled. The effectiveness of any INSET for art provided internally or by an external agency is assessed by the subject and curriculum lead.

Evaluation can be by a number of methods, including: the assessment of pupils' work, achievements and pupil voice; the analysis of teachers' planning; discussion amongst groups of staff or all staff including staff voice; classroom observation, and external inspection and advice.

The policy is reviewed every 2 years.

1. Appendices

Appendix A – Curriculum Content

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 1	1) Who are the people in my life who love and care for me? 1	1) What makes me happy?	1) What are the rules for keeping me safe at school and outside?	1) What foods should I eat?	1) What are class rules? (British Values)
	2) What are the differences and similarities between people?	2) What is the difference between good secrets and bad secrets?	2) What are rules about household substances?	2) How can I look after my teeth?	2) Where does our money come from?
	3) What are the similarities between girls and boys?	3) How does my behaviour affect others? 1	3) What is an emergency and what do I do? 2	3) Why is it important to wash my hands?	3) What is the environment?
Year 2	1) What is private? (body parts) 2	1) What is the difference between small feelings and big feelings?	1) How do medicines help us when we are unwell? 3	1) How do I keep myself healthy? 2	1) What groups and communities am I a part of? 1
	2) What happens when the body grows young to old?	2) How can I keep safe online? 4	2) How do I keep safe at home?	2) Why is it important to keep active? 3	2) How do we make choices about spending money?
	3) What is fair, unfair, kind and unkind?	3) What makes others happy? 2	3) What is my responsibility for keeping myself and others safe?	3) How can I prevent diseases spreading?	3) How can we look after the environment? 3
Year 3	1) What is personal space?	1) How do my feelings affect my behaviour? How can I manage my feelings? 3	1) What happens when I breathe smoke in the air?	1) What is a healthy diet? What is an unhealthy diet? 2	1) How do rules and law protect me?
	2) What does a healthy relationship look like?	2) What are the ways we are communicating online? 4	2) How do I recognise risks in my life? 1	2) How do I keep safe in the sun?	2) What is the difference between my local British communities and global communities?
	3) Why is being equal important in relationships?	3) What am I good at?	3) What do I do in an emergency? 2	3) Why is personal hygiene important? 1	3) What are the links between work and money?

	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 4	1) What is diversity?	1)What is resilience?	1) How do I manage risks in my life?	1) How do I make sure I sleep well?	1) What are the rights of the child?
	2) Do boys and girls have different roles?	2) What does it mean to take responsibility for actions?	2) What is self-control?	2) What is fuel for the body?	2) How do we look after our money?
	3) What changes happen to my body? 3	3) What is discrimination?	3) What is the difference between legal and illegal drugs? Are all drugs harmful?	3) How do I know if I'm physically ill? 4	3) What is sustainability?
Year 5	1) What is puberty? 4	1) What is mental health? 5	1) How do I respond to dares?	1) How can we stop the spread of infection?	1) How are rules and law made and changed?
	2) What are the different relationships in my life? 1	2) How do I negotiate and compromise? 2	2) What are 'habits'?	2) Why is it important to know about nutritional content of food? 2	2) What is Fairtrade?
	3) What is unwanted touch? 2	3) How do I stay safe on a mobile or tablet? 3	3) Who or what influences me?		3) How can I develop my enterprise skills?
	4) What is FGM?	4) How can I be happy being me? (body image)			4) What is racism?
Year 6	1) What changes happen in my life?	1) How can I challenge negative thoughts and feelings? 5	1) How do drugs affect the mind and body?	1) How is my mental and physical wellbeing connected?	1) Why is it important to be critical of the media online and offline?
	2) What happens in a loving relationship and what is forced marriage?	2) What is stereotyping?	2) How do I manage peer pressure?	2) How do I keep physically healthy? 1	2) How do people manage money?
	3) How is a baby made?	3) How can the internet positively and negatively affect our mental health?	3) What are basic emergency first aid skills? 2	3) Can I plan and prepare a healthy meal? 2	3) What do I want to be? 4
	4) What are the physical and emotional changes of puberty?				

SEND PSHE Curriculum Overview

Lesson no.	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
1	What are the different kinds of relationships?	How do we get on with others?	How can I keep safe in different situations?	How can I look after myself?	How do we celebrate diversity?
2	How can we deal with touch?	What are kind and unkind behaviours?	How can I get help in an emergency?	How can I eat healthily?	What am I good at?
3	How can we understand the changing body?	How do we manage strong feelings?	How can I be safe and well with medicines?	How and why should I stay active?	How do I take care of people and places?
4	What is public and private? What activities do we do alone?	How do we keep safe online?	What are the effects and risks of smoking and vaping?	What do I do if I am unwell?	Preparing for adulthood - What can I do when I leave school?
5	How can we give, receive and ask for consent?	How do we look after our Mental Wellbeing?	How can I manage situations involving alcohol?		Preparing for adulthood - What job would I like to do when I am older?
6	What are condoms and how can we keep safe from STIs?		What are effects and risks of drugs?		Preparing for adulthood - What is money used for and how do we get it?
7					Preparing for adulthood - What are the different ways of financing adult life and what support is available to help me?

Appendix B – SEND Information

EYFS

Universal	Visual representations of PSHE/PSED. In foundation stage, hold expectations of a lower developmental stage in PSED (using Development Matters)
Targeted class action plan / IEP	For children who are unable to mark- make or effectively record their responses to learning, children could record in a different way e.g. through video recordings or verbal responses
Specialist EHCP	One to one adult support to access learning in PSHE/PSED and meet relevant expectations. Video recordings or verbal responses instead of written responses, if necessary

KS1 and KS2

Universal	Quality first teaching, group discussions in a safe and encouraging environment. Class teacher always leads sessions. Chance to pair work, share and discuss. Visuals to support learning – key characters I Matter piece and cat.
Targeted class action plan / IEP	Support and guidance in discussion and independent task work..Talk to the children ahead of the session to give them time to think and chance to build a response to share during discussions.
Specialist EHCP	Adult support and visual representations. Alterations made to the independent task if appropriate.