BADSWORTH
CofE School

**CARE – Prepare – Believe**
**'I can do all things through Him who strengthens me.'**
***Philippians 4:13***

# PSHE Policy
# September 2026

## PSHE Vision (Intent)

All stakeholders work towards our school vision:
Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:

***C****onsider* ***A****nd* ***R****espect* ***E****veryone as Jesus taught*
***Prepare*** *for a bright future*
***Believe*** *we can make a difference*

*'I can do all things through Him who strengthens me.'*
*Philippians 4:13*

All actions which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth School.

At our school, we:

- encourage and support the development of social skills and social awareness
- promote responsible attitudes towards the maintenance of good physical and mental health supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring and respectful attitude towards others
- encourage a caring and respectful attitude towards, and responsibility for, the environment
- provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community; through social interactions, prayer, discussion and reflection.

Pupils should leave Badsworth C of E Junior and Infant School prepared to:

- use their knowledge, self-esteem, confidence and self-awareness to make informed choices and decisions
- make sense of their own personal and social experiences
- understand and manage their feelings

More details about our vision for PSHE can be found by reading the PSHE Curriculum Statement on the school website.

## Curriculum (Intent)

At Badsworth School we have adopted The PSHE Association Curriculum Model 2026 throughout school. It is a PSHE curriculum that:

- promotes the spiritual, moral, social, cultural, and physical development of pupils at the school
- prepares pupils at the school for the wider opportunities, responsibilities and experiences of later life enabling them to take place in society as valuable citizens
- is essential in meeting schools' requirement to promote pupils' wellbeing
- provides a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and, in the future,
- develops the qualities and attributes pupils need to thrive as individuals, family members and members of society

- prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Badsworth School's vision of 'Consider and Respect Everyone – As Jesus taught' works alongside our PSHE curriculum. The school's programme of collective worship values also supports our PSHE curriculum.

**Teaching and Learning (Implementation)**

Our PSHE curriculum year plan is linked to RE, SMSC, RSHE, E-safeguarding, Science and P.E. Our planning incorporates the following three core themes:
1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

**1. Health and Wellbeing** - pupils should be taught:
- what having healthy lifestyle means
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty and transition
- how to make informed choices about health and wellbeing – healthy eating, fitness etc. and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing
- accurate, age-appropriate, and scientific terminology for body parts (including genitalia) to support personal safety and robust child safeguarding practices.
- how to navigate complex personal and social experiences, including explicitly managing feelings around change, loss, grief, and bereavement.
- how to develop the assertiveness and confidence required to recognize, establish, and communicate their own physical and emotional boundaries.

**2. Relationships** - pupils should be taught:
- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- the importance of tolerating other people and other cultures

**3. Living in the Wider World –** In 'preparing them for a brighter future,' pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:
- about respect for the self and others and the importance of responsible behaviours and actions
- to keep safe from relevant risks such as abuse, sexual exploitation, extremism and when using the internet and social media
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to be a productive member of a diverse community and to contribute to wider society
- the skills needed for the next stage of their education
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

- how to identify and manage risks concerning physical environments, including mandatory safety awareness around roads, railways, water, and fire hazards.
- how to recognize harmful digital contact, understand digital boundaries, and safely navigate modern online environments.

PSHE will be delivered by the class teacher with the support of the PSHE subject leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE values are also introduced in and explored within both whole school and Key Stage collective worship.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects e.g. RSHE, RE, PE, Science. Other areas include out of school activities e.g. participating in FOBS (Friends of Badsworth School) events and interschool activities.

**Protected Characteristics**

The nine **protected characteristics** are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These are characteristics that are **legally protected from discrimination** in the UK, under the Equality Act 2010. They are discussed and explored throughout the PSHE curriculum in school, and these are highlighted in the PSHE progression document.

In delivering lessons concerning the protected characteristics and the law (under the Equality Act 2010), Badsworth School ensures an objective and balanced approach.

- **Factual** Teaching: All sensitive or contested political, social, and legal concepts—including topics related to gender reassignment law and relationships—will be taught with strict factual accuracy and legal focus.
- **Political Neutrality**: Staff will present materials neutrally, avoiding the endorsement of partisan or singular ideological viewpoints, ensuring that lessons remain inclusive, balanced, and respectful of our diverse community.

**Pupil voice**

Our pupils can offer unique perspectives on what it is like to be at Badsworth school; involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

Pupil voice means a whole-school commitment to listening to the views, wishes and experiences of all children. It means placing value on what children tell school staff about their experiences.

At Badsworth, pupils are provided with meaningful opportunities to share their experiences, views and hopes about their school. They need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered.

At Badsworth CE J&I School we want the children to 'believe they can make a difference.' We enable pupil voice in the following ways;

- Create regular opportunities for children and young people to share their views with each other and school staff.
- The School Council makes useful contributions to shaping school life.
- Collective Worship provides opportunities to make sure pupils understand our commitment to knowing what they think about school life.
- A 'suggestion box' can be found in each classroom and the contents are shared at the school council meetings.

**Parental Engagement and Curriculum Transparency**

Here at Badsworth CE J&I School, we firmly believe that a strong partnership with parents and carers is essential to the successful delivery of Relationships and Health Education (RSHE). In line with statutory requirements, all stakeholders work collaboratively towards our school vision:

- Policy Consultation: The school will actively consult parents and carers whenever this policy is developed, reviewed, or significantly updated ahead of its scheduled revision cycle.
- Right to Request Materials: To ensure complete transparency, parents and carers have a guaranteed right to view all curriculum content, lesson plans, and teaching resources used within our RSHE and PSHE provision.
- Accessing Resources: All primary teaching materials will be made available for parental inspection upon request to the class teacher or the PSHE subject leader.

## Assessment and Reporting (Impact)

Assessment is related to the end of key stage expectations. The pupils are expected to know, apply and understand the matters, skills and processes specified in the programmes of study.

The purposes of assessing PSHE are to be those concerned to inform teaching and learning. Assessment involves making judgements based on evidence and against clear criteria. Assessment draws on a variety of techniques that enable teachers to build up a picture of pupil's progress and achievement. Many aspects of PSHE cannot be assessed through formal procedures. It is important that we draw on the techniques and strategies which offer the best help in assessing such aspects as drama, story, writing, letters, poetry, art etc. Often assessment is the result of observation made over a long period of time. Opportunities for assessment and appropriate assessment activities are built into the teachers planning.

Assessment record grids are in place for each year group. Each year group's programme of study enables teachers to assess the children against age expected outcomes.

Yearly class PSHE floor books are compiled, evidencing work covered throughout the academic year. Past floorbooks are stored in the PSHE cupboards.

Parents meetings are held twice a year and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in PSHE is formally reported to parents.

## Planning

At Badsworth we believe PSHE education should not be planned in isolation. It is most effective where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, R.E., science, computing, physical education and design technology. The school's spiritual, moral, social and cultural development and practice supports PSHE. PSHE education should take account of existing DfE guidance on Sex and Relationships Education, preventing and tackling bullying, safeguarding and equality.

**PSHE encourages pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. These include:**

- class visits
- residential week
- enrichment weeks
- afterschool clubs
- school social events
- sporting competitions
- fundraising for local and National charities.

This supports pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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.

**Inclusion**
The life and work of our school expresses that all pupils are valued as part of our school community. Therefore, PSHE as an essential part of the curriculum should be relevant and worthwhile for all. PSHE should help pupils to respect self and be sensitive to the needs of others and to challenge inequalities associated with race, gender, ability, age or socio-economic group

**Meeting Special Educational Needs**
All pupils, regardless of any special educational needs, are entitled to a broad and balanced curriculum. Such a curriculum includes PSHE. In order for pupils with special educational needs to have the opportunity to progress teachers use a variety of teaching styles, a range of learning experiences - visual, aural, tactile, music, dancing, practical activities- and work is planned which is relevant to the age, interests and capabilities of pupils. The units from the PSHE association set out approaches and experiences which recognise children develop their understanding at different paces. Teachers have the flexibility to devise units appropriate to their pupils needs.

## Management and Organisation

**Role of the PSHE Subject Leader:**
The PSHE Subject Leader is responsible for the implementation of this PSHE policy and providing professional leadership and management of PSHE within the school. Their role is to:

- Talking to Children sessions to gain an insight about what the children have done
- Maintain resources and advise staff on the use of planning and resources
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progression in PSHE, looking at examples of work of different abilities
- Keep up-to-date with new developments within the subject and communicate information and developments with colleagues
- Attend appropriate training and disseminate amongst staff as appropriate
- Lead staff training on new initiatives
- Liaising with the PSHE Link Governor
- Procuring, auditing monitoring resources
- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of PSHE
- Provide colleagues opportunities to observe good practice in the teaching of PSHE

**Role of Governors**
All governors are interested in the development of PSHE to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of PSHE on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors' meetings to explain changes made within their subject.

**To be reviewed September 2027**