



# Barnsbury Primary School and Nursery

## PSHE Policy

<b>Governors' Committee responsible:</b>	Governors
<b>Status:</b>	Statutory
<b>Originator:</b>	Tami Bolton
<b>Review Period:</b>	Spring 2026
<b>Approved (Next review date):</b>	Autumn 2028

### **Introduction**

Barnsbury Primary School and Nursery serves a rich and varied local community. This policy recognises and reflects the part that Personal, Social and Health Education (PSHE) can play in enhancing the quality of every aspect of school life for all its pupils. In order to create a secure, caring atmosphere and an ethos of mutual respect, trust and understanding, we believe that it is important to foster a climate of acceptance and encouragement within the school where each child's worth is acknowledged and valued.

The school strives to live the Values Based Curriculum programme which is firmly embedded throughout school life, particularly through PSHE and RE. Values especially relevant, include Respect, Co-operation, Responsibility, Positivity, Integrity and Resilience. In line with updated RSHE guidance (2025), PSHE provision will now explicitly support children in navigating modern risks, including online influences, digital safety, and respectful relationships education.

### **Aims**

PSHE and citizenship enables children to become healthy, independent and responsible members of society.

We aim that pupils will:

- Know and understand what constitutes a healthy lifestyle both mentally and physically.
- Be aware of personal safety issues.
- Make informed choices regarding personal, social, health and citizenship issues.
- Understand what makes for good relationships with others.
- Respect and value themselves and others.

- Be independent and responsible members of the school and local community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem.
- Develop good relationships with peers and the community.
- Work co-operatively with others.
- Be active partners in their learning.
- Manage transitional change both emotionally and physically.
- Understand values relevant to life in a modern multicultural society.
- Children will also learn to identify harmful online behaviours, digital manipulation (including AI generated content), and misogynistic or extremist online influences.
- The curriculum will explicitly include mental health topics such as grief, loss and loneliness.

### **Health & Wellbeing**

- Know and understand what contributes to a healthy lifestyle.
- Know how to maintain physical, mental and emotional wellbeing.
- Be aware of safety issues, including emergencies.
- Know how to manage change, including puberty, transition and loss.
- Pupils will also be taught personal safety around roads, railways (including level crossings), water and in public spaces.
- Teaching will include online wellbeing, including risks from gaming addiction, monetisation, scams and fraud.

### **Relationships**

- Develop and maintain healthy relationships in varied social and cultural contexts.
- Recognise and manage emotions.
- Recognise risky or negative relationships and ask for help.
- Respect equality and diversity.
- Children will learn about personal boundaries, bodily autonomy and respectful behaviour both online and offline

### **Living in the Wider World**

- Understand responsible behaviours and actions.
- Be responsible and independent community members.
- Engage positively in a democratic society.
- Respect and protect the environment.
- Make informed choices about personal and social issues.
- Build good relationships across the community.

- Understand money: earning, saving, safety and management.
- Understand enterprise.
- Pupils will also learn about financial exploitation as scams, fraud and manipulative online financial harms.
- Children will develop critical awareness of online content, including recognising manipulated media and deepfakes.

### **Our Approach to Teaching and Learning**

PSHE is taught through a spiral curriculum revisiting concepts with increasing depth. It is taught discretely and through cross curricular links. It primarily uses discussion-based learning to build communication and co-operation.

Alongside discrete teaching, whole school approaches include:

- Cross curricular teaching
- Specialised assemblies
- PSHE-linked whole-school events
- Pastoral support
- Visiting speakers

### **Early Years Foundation Stage**

Provision reflects Early Learning Goals with personal, emotional and social development central to learning. This includes age-appropriate teaching of personal boundaries, safe/unsafe situations and knowing when and how to seek help.

### **Equality of Access and Differentiation**

The school promotes inclusive PSHE for pupils of all backgrounds, abilities, identities and cultures and diverse family structures.

### **Monitoring**

The PSHE leader will monitor provision in line with the school's schedule.

### **Assessment**


Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by measuring them against the specific learning intention and success criteria for the lesson. At the end of the year, children's achievements in PSHE are reported to parents. (Refer to assessment Policy).

### **Links to Pastoral Systems**

Our pastoral ethos prioritises care, with staff supporting emotional needs flexibly.

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants. Our school has an ethos where pastoral care and all children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults.

ELSA trained staff enable children to talk through their emotions and to understand how they are feeling. Pupils understand that we are a caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs. The school has an open-door policy and ensures parents share relevant information which may be affecting children's personal and social development.

 <p style="text-align: center;"><b>Values</b> Barnsbury Primary School and Nursery</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Co-operation	Responsibility	Positivity	Integrity	Resilience
KS1	Patience Thoughtfulness	Love Peace	Caring Fairness	Friendship Kindness	Truth Honesty	Determination Courage
LKS2	Tolerance Consideration	Collaboration Teamwork	Leadership Independence	Appreciation Happiness	Trust Empathy	Flexibility Perseverance
UKS2	Mindful Equality	Humility Unity	Assertiveness Community	Optimism Harmony	Decency Compassion	Tenacity Self-belief