



# P.H.S.E. Policy

Approved by:	Kirsty Burridge
Last reviewed:	August 2025
Next Review by:	September 2026
Review Cycle:	Annual

## **Statement of Intent**

Blue Sky Independent School believes that a strong Personal, Social, Health, and Economic (P.H.S.E.) Education is essential for helping our pupils develop into well-rounded members of society who can make a positive contribution to their community. Our P.H.S.E. curriculum is closely aligned with our Relationships and Health Education and pastoral care programme.

The vision for pupils, staff, and others associated with Blue Sky is to strive for personal bests in every aspect of school life.

- BSL Independent School is a place where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, and fosters a genuine community feel, valuing each individual.
- Pupils and staff treat each other equitably and fairly, showing kindness and mutual respect. All are encouraged to regard the needs and feelings of others highly through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, regardless of gender, culture, ability, or aptitude, will be promoted through an inclusive and varied P.H.S.E. curriculum at Blue Sky Independent School.
- Our environment is safe and clean, with everyone sharing responsibility for its upkeep.
- Our culture emphasises continuous improvement, creativity, and enthusiasm.
- Parents will be informed about this policy via the school website [www.bluesky-school.co.uk](http://www.bluesky-school.co.uk), where it and the P.H.S.E. curriculum will be available to read and download.

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## **1. Legal Framework**

1.1. This policy is informed by legislation and statutory guidance, including but not limited to:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping Children Safe in Education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and College Security'

1.2. This policy will be implemented in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Secondary Provision RSE and Health Education Policy (when applicable)
- Child Protection and Safeguarding Policy

## **2. Key Roles and Responsibilities**

2.1. The Headteacher has overall responsibility for the implementation of the school's P.H.S.E. Policy.

2.2. The Headteacher ensures that the P.H.S.E. Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The Headteacher is responsible for reviewing the P.H.S.E. Policy annually.

2.4. The Headteacher handles complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. The Headteacher is responsible for the day-to-day implementation and management of the P.H.S.E. Policy.

2.6. The P.H.S.E. coordinator liaises with other staff and professional agencies to devise a suitable scheme of work that ensures comprehensive P.H.S.E. education, achieving the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the relationships education elements of the PSHE curriculum reflect the needs and values of the wider school community

2.8. The school will work with parents throughout the year and ensure that they are routinely informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are involved in creating this policy through termly feedback, suggestion forms, and/or class discussions.

### **3. Aims of the P.H.S.E. Curriculum**

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Recognise how to stay safe and behave online.
- Identify potential dangers they may face, both within and outside of school, and how to keep themselves safe.
- Understand the law and consequences of risky behaviors.
- Develop responsibility and independence within school, which they will carry into their future lives.
- Respect others, particularly by understanding diverse cultural, ethnic, religious, and gendered viewpoints within our school community and the wider world.
- Understand what constitutes 'socially acceptable' behavior in school and society.
- Be constructive members of society.
- Understand democracy.
- Build good relationships with peers and adults.
- Develop self-confidence, self-esteem, and self-worth.
- Make positive, informed choices throughout their lives.
- Understand their right to speak up about issues or events and respect others' rights to do the same.

### **4. Teaching Methods and Learning Style**

4.1. A range of teaching and learning styles will be used to teach P.H.S.E.

4.2. Teaching will be pupil-led, emphasising active learning techniques such as discussion and group work.

4.3. 'Ice-breaker' activities and clear ground rules will ensure a safe, supportive, and positive learning environment. Examples of discussion guidelines include:

- No crude language.
- No raised voices/shouting.
- No talking over people.

- Show respect for others' views, even when disagreeing.
- Keep comments subject-specific, avoiding personal attacks.

4.4. Pupils will learn research and study techniques and engage in investigations and problem-solving activities.

4.5. All pupils are encouraged to participate in charity work and volunteering, as well as organizing school events such as assemblies and open evenings.

4.6. The school will invite visiting speakers, such as health workers and police officers, to broaden the curriculum and share their real-life experiences. These speakers will be closely monitored by teaching staff, who will use their professional judgment to end any speech that contradicts the aims and values of our school.

4.7. The school will consult with the local community on matters related to P.H.S.E. to ensure local issues are covered in lessons.

4.8. Pupils' questions, unless inappropriate, will be answered respectfully by teachers and learning assistant mentors.

## **5. Timetabling and Cross-Faculty Involvement**

5.1. The school will use direct teaching through timetabled lessons.

5.2. P.H.S.E. will be taught in discrete curriculum time, delivered by all staff.

5.3. The school ensures cross-curricular learning through discussions among all staff members.

5.4. There will be an element of P.H.S.E. in pastoral care, ensuring that P.H.S.E. and all staff members work together to help pupils feel comfortable indicating when they may be vulnerable or at risk. This will be linked to Thrive Approach activities implemented daily.

## **6. Safeguarding, Reports of Abuse, and Confidentiality**

6.1. All staff are aware of what constitutes child-on-child abuse, which may include, but is not limited to:

- Bullying (including cyberbullying).
- Physical abuse, e.g., hitting, kicking, hair pulling.
- Sexual violence, e.g., rape, assault by penetration, and sexual assault.
- Sexual harassment, e.g., sexual comments, online sexual harassment, and jokes.
- Upskirting (taking a picture under someone's clothing without their knowledge, intending to view their genitals or buttocks for sexual gratification or to cause humiliation, distress, or harm).

- Sexting.
- Initiation/hazing-type violence and rituals.

6.2. All staff are aware of indicators that may signal children are at risk from or involved in serious violent crime, including:

- Increased absence from school, changes in friendships or relationships with older individuals or groups, and a significant decline in performance.
- Signs of self-harm or significant changes in well-being.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts, indicating potential involvement with criminal networks or gangs.

6.3. All staff understand the associated risks surrounding pupils' involvement in serious crime and the measures in place to manage these risks.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV), including forced marriage, they will speak to either the Designated Safeguarding Lead (DSL) or Deputy DSL. Where appropriate, they will activate local safeguarding procedures. As highlighted in Section 74 of the Serious Crime Act 2015, if female genital mutilation (FGM) appears to have been carried out, teachers must report this to the police.

6.5. Staff are familiar with KCSIE advice on what to do if a pupil informs them that they are being abused or neglected or witnessing abuse. They understand the appropriate levels of confidentiality, involving only those deemed necessary, such as the DSL/DDSL and children's social care. Staff must never promise a child confidentiality regarding reports of abuse, as this may not be in the child's best interests.

6.6. The school will involve the DSL/DDSL in all matters related to safeguarding. They can provide knowledge of trusted, high-quality local resources and links to the police and other agencies, as well as insights into local issues that may be relevant to lessons.

6.7. Every lesson reinforces that if pupils have sensitive or personal issues or wish to discuss topics raised in the lesson, they know how to raise concerns or make reports to any staff member and how these will be handled. This includes processes for expressing concerns about a friend or peer.

6.8. The school invites external agencies to support the teaching of safeguarding-related subjects, ensuring they agree in advance how to handle safeguarding reports during their sessions.

6.9. The school recognises that new topics may lead pupils to raise issues like self-harm and suicide. Teachers are trained to avoid making these topics seem viable options and to prevent instructive rather than preventative content. Emotive language, videos, or images are avoided.

## **7. Tailoring P.H.S.E.**

7.1. The school uses discussions and activities during initial P.H.S.E. lessons to assess pupils' knowledge and understanding of various subjects, adjusting the teaching programme accordingly.

7.2. Teaching will consider the ability, age, readiness, and cultural backgrounds of all pupils in the class.

7.3. Adaptations will be made for pupils for whom English is a second language to ensure full access to P.H.S.E. education.

7.4. All pupils with Special Educational Needs and Disabilities (SEND) will receive P.H.S.E. education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled P.H.S.E. programme, adhering to the Primary Relationships and Health Education Policy.

7.6. The school will deliver Relationships and Health Education as part of its timetabled P.H.S.E. programme, adhering to the Relationships and Health Education Policy.

## **8. Key Stage 1 and 2 Programmes of Study**

The P.H.S.E. programme of study will cover the following topics:

### **Families and People Who Care for Me**

8.1. Pupils will learn about:

- The importance of families for children, providing love, security, and stability.
- Characteristics of healthy family life, including commitment during difficulties and the importance of spending time together.
- Respecting that other families may look different but are characterized by love and care.
- The significance of stable, caring relationships for children's security.
- The legal recognition of marriage as a lifelong commitment.
- Recognising when family relationships cause unhappiness or unsafe feelings, and seeking help if needed.

### **Caring Friendships**

8.2. Pupils will learn about:

- The importance of friendships for happiness and security, and how friendships are formed.
- Characteristics of friendships, such as mutual respect, honesty, loyalty, and support.
- The need for healthy friendships to be positive and inclusive.
- Navigating ups and downs in friendships and resolving conflicts without violence.
- Recognising trustworthiness in friendships and how to manage conflicts.

## Respectful Relationships

### 8.3. Pupils will learn about:

- The importance of respecting others, even with differing backgrounds or beliefs.
- Practical steps to support respectful relationships.
- Conventions of courtesy and manners.
- The link between self-respect and personal happiness.
- Expectations of respect from others and the importance of showing respect in return.
- Types of bullying, including cyberbullying, and responsibilities of bystanders.
- Understanding stereotypes and the need for permission in relationships.

## Online Relationships

### 8.4. Pupils will learn about:

- Differences in behavior online versus face-to-face.
- Principles of respect in online relationships.
- Rules for staying safe online and recognising harmful content.
- Critically assessing online friendships and information sources.
- Understanding data sharing and privacy online.

## Being Safe

### 8.5. Pupils will learn about:

- Appropriate boundaries in friendships, including online.
- The concept of privacy and when secrets can be unsafe.
- Understanding personal ownership of their bodies and recognising inappropriate contact.
- Responding safely to unfamiliar adults in various contexts.
- Seeking help and reporting uncomfortable situations. Recognising dangers in and around school and how to stay safe.
- Sources of advice and support.

## Mental Wellbeing

### 8.6. Pupils will learn about:

- Mental well-being as a normal aspect of life.
- The range of emotions people experience.
- Recognising and expressing emotions appropriately.
- Benefits of physical activity and community participation for mental health.
- Simple self-care techniques and the importance of discussing feelings.
- The effects of bullying on mental well-being and where to seek support.



## Internet Safety and Harms

### 8.7. Pupils will learn about:

- The internet's benefits and risks.
- The importance of managing online time and recognising harmful content.
- Respectful online behavior and privacy.
- Age restrictions for social media and gaming.
- The negative aspects of the internet, including online abuse and its impact.
- Reporting concerns and seeking support for online issues.

## Physical Health and Fitness

### 8.8. Pupils will learn about:

- The benefits of an active lifestyle.
- Incorporating regular exercise into their routines.
- Risks associated with inactivity.
- Seeking support for health concerns.

## Healthy Eating

### 8.9. Pupils will learn about:

- Understanding a healthy diet and nutritional content.
- Planning and preparing healthy meals.
- Risks associated with unhealthy eating and poor diets.

## Drugs, Alcohol, and Tobacco

### 8.10. Pupils will learn about:

- Facts regarding legal and illegal substances and their risks.

## Health and Prevention

### 8.11. Pupils will learn about:

- Recognizing early signs of physical illness.
- Safe sun exposure and reducing risks of sun damage.
- The importance of quality sleep and its effects.
- Personal hygiene and the spread of germs.
- Facts about allergies, immunisations, and vaccinations.

## Basic First Aid

### 8.12. Pupils will learn about:

- Making an efficient call to emergency services.
- Basic first aid concepts for common injuries.

## Changing Adolescent Body

### 8.13. Pupils will learn about:

- Key facts about puberty and the changes in the adolescent body.
- Menstrual well-being and the menstrual cycle.

## Economic Wellbeing and Responsible Citizenship

### 8.14. Pupils will learn about:

- Contributing to classroom life and following group rules.
- Understanding individual needs and responsibilities.
- Belonging to various groups and communities.
- Improving and harming local environments and how to care for them.
- The purposes of money, including spending and saving.
- The role of money in their lives, including informed financial choices.
- Researching and discussing topical health issues.
- Understanding the making and enforcement of laws.
- Recognizing human rights and their importance.
- Cultural practices that may conflict with British law.
- Consequences of antisocial behavior, including bullying and discrimination.
- Different responsibilities and rights at home, in school, and in the community.
- Resolving differences through respectful dialogue.
- Recognising community roles and institutions.
- The role of voluntary and community groups in health and wellbeing.
- Appreciating diverse identities in the UK.
- Understanding the lives of people with different values and customs.
- Basic financial concepts, including interest and taxation.
- Different economic choices and their impacts on individuals and communities.
- Skills associated with enterprise and critical media consumption.

## 9. Assessment

9.1. The school sets high expectations for the quality of pupils' work in P.H.S.E., similar to other curriculum areas. A robust curriculum will build on previously acquired knowledge, with regular feedback on progress.

9.2. Lessons are designed to challenge pupils of varying abilities, including the most able, with assessments identifying areas needing additional support or intervention.

9.3. Pupils' knowledge and understanding will be assessed through formative assessment methods, including tests, written assignments, discussion groups, and quizzes, to monitor progress.

## 10, Monitoring and Review

10.1. This policy will be reviewed annually by the Headteacher.

10.2. Any changes to this policy will be communicated to all staff and other interested parties.