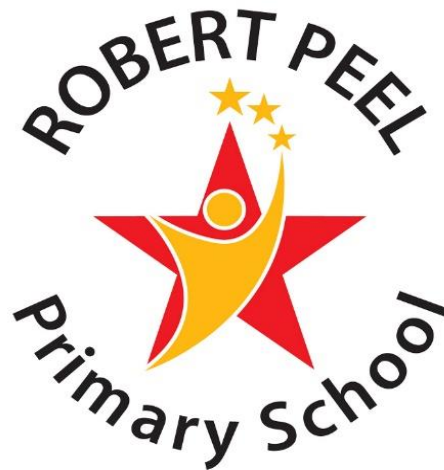


Robert Peel Primary School

PSHE Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

PSHE Inention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. PSHE Vision

At Robert Peel Primary School, Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) are carefully planned programmes of learning, opportunities and experiences that help children grow and develop as empathetic individuals, as members of their families and social and economic communities. We aim to equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives.

Learning opportunities are planned to support children's holistic development, where skills are continually built upon each year. A particular focus is given to children's mental health and wellbeing through regular Stormbreak sessions, enabling them with the skills and strategies required to positively adapt to change.

It is our belief that the fundamental skills taught in PSHE flow through the core of our curriculum, allowing children to thrive and succeed in school life and beyond.

3. PSHE Implementation

Curriculum Design & Coverage

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group, class or occasionally, during whole school activities.

Key Stage 1 and 2

Class Teachers plan for PSHE, which is usually done in year groups. They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. Planning relates to topics and themes and supports the development of Learning Behaviours. Children receive 2 PSHE sessions a week; one session linked directly to our scheme of work and the second being focused on the needs of the children. The second session is personalised to each class and as a result, will look different from class to class.

PSHE will be delivered by the Class Teacher, with the support of the PSHE leader as necessary. Robert Peel Primary School follows the scheme of work provided by PSHE Association. This allows the children

every year to follow three core themes at an age appropriate level. Teachers use a range of resources to support the key themes from the PSHE Association and more.

4. PSHE Implementation

See Appendix A

Curriculum Design & Coverage

Appendix A shows the progression of PSHE throughout the different year groups. Appendix A also shows the different themes which each year group will cover throughout their time at Robert Peel.

Teaching & Learning of PSHE

Core Theme 1: Relationships

- Families and friendships
- Safe relationships
- Respecting ourselves and others.

Core Theme 2: Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work

Core Theme 3: Health and Wellbeing

- Physical health and mental wellbeing
- Keeping Safe e.g. online, in public, at home
- Growing and Changing (including puberty and changes for UKS2)

Additional:

- Visiting professionals may provide talks/workshops to children.
- Learning Behaviours and PSHE themes are also be introduced in and explored within whole school assemblies.
- The children are encouraged to play and learn alongside, and then collaboratively, with their peers. They may use their personal and social skills to develop or extend these activities.
- The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

- Children take part in regular Stormbreak sessions. These are activities designed to improve children's mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life.
- Children are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fundraising activities.
- Children may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions.
- Children 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 and areas of the curriculum and out-of-school activities.
- All children have the opportunity to attend forest school sessions each year. Activities are planned and led by our forest school co-ordinators to promote physical motor skills, self-confidence and an emotional awareness in the natural world.

School Vision Promoted through PSHE

Throughout all of the PSHE lessons, pupils are shown the impact that showing empathy, resilience, aspiration and happiness can have on their own wellbeing and the wellbeing of those around them. Pupils are given the opportunity to see things from different perspectives across all year groups and also regular opportunities to work on their communication skills with paired and grouped work. Throughout all PSHE lessons across the school, classrooms are designed to be inclusive and embrace all points of view, without judgement through different discussions and activities. This provides regular opportunities for the children to develop empathy. PSHE is a vital lesson in enhancing all of the children's behaviours around the school vision.

Sequence, Progression & Continuity of Learning in PSHE

See Appendix A

Curriculum Connections in PSHE

PSHE has a broad range of connections to all subjects across the curriculum. Core themes are regularly woven into subjects through high quality texts and activities within all year groups. For example – PE lessons often revisit teambuilding and turn taking skills, as well as learning how to keep our bodies fit and healthy.

Enrichment Experiences in PSHE

Forest school – all children have the opportunity to access Forest School each year.

A range of emotional and therapeutic interventions – this includes Lego therapy and feelings and emotions groups

Stormbreak – a program accessed in all year groups designed to support children's mental health through movement.

After school clubs – these clubs often link to key themes within PSHE.

School trips across all year groups provide children with experiences of the wider life outside of school.

PSHE Language Development

As the pupils are exposed to different strands of the PSHE curriculum, their language develops in accordance with this. For example, in RSE, children will start to learn appropriate terminology as they get to the later stages of the Key Stage 2 curriculum.

See attached language progression document.

Community, Cultural & Global Learning through PSHE

Throughout the year, different days of celebration/awareness are acknowledged and discussed across the school. This can range from Black History Month to Road Safety Awareness. These different events are viewed in assemblies or across lessons. Additionally, any important information regarding the children's safety will be included in the school newsletter.

5. Impact

Children's Development

As children revisit the core themes across the key stages, they will deepen their understanding of a range of elements within the PSHE curriculum. We aim to equip children with key skills and knowledge in preparation for life beyond the school setting.

Monitoring Impact of Curriculum Design and Teaching & Learning

The PSHE Subject Leader will be responsible for:

- Updating all policy statements and guidelines through a consultative process with staff.
- Keeping up to date with current guidelines and best practice in PSHE teaching, and sharing this with staff appropriately.
- The storage and maintenance of resources.
- Supporting staff and providing guidance and resources and access to any relevant training, as required.
- Monitoring the impact of the implementation of curriculum intent and progression through learning walks, observations, planning scrutiny, and pupil voice, with subsequent feedback to staff and/or children.

Role of Subject Leader & Monitoring

There is a full monitoring process for PSHE to ensure every requirement from the National Curriculum is covered accordingly. As a school, we are members of the PSHE Association and this is regularly checked to ensure we are following the latest process across all PSHE lessons at all ages.

6. Resources in PSHE

Whole school assemblies, School Council, PSHE Association Resources (in compliance with statutory guidance), Twinkl resources, Stormbreak, National initiatives, Purple Mash (online safety), books/stories linked to learning behaviours.

7. Health & Safety in PSHE

Safety within the subject of PSHE is key to ensuring children and adults remain safe at all times. Any Relationships and Sex Education (RSE) lessons are taught with at least two members of staff. Parents/Guardians are informed prior to any of these lessons taking place to ensure complete transparency on

what is being covered in school and to prepare the parents for any follow-up questions their children may have.

Any information disclosed during all PSHE lessons which are of concern for the pupil's safety or well-being as well as anyone connected to the pupil, will be recorded on CPOMs as well as ensuring the DSL's are informed at the earliest opportunity.

8. Assessment, Recording & Reporting of PSHE

Teachers observe children in PSHE lessons and make assessments on what they observe. Teachers report their feedback in the moment and during the lessons. This is through verbal or written feedback, as is appropriate to the task set. Teachers compare observations on children's starting point and finishing point in each of our schools' Learning Behaviours. Teachers report on this in reports annually, giving children an assessment on effort and ability.

9. Provision in PSHE

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all children to participate fully and effectively, including boys and girls, children with diverse additional educational needs, and children from all social and cultural backgrounds. Children are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit children's current attainment level, and care is taken that all learning is appropriate so that children can make progress and show what they can achieve.

In order to provide access to learning and to meet children's diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for children who need additional support with communication,
- language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour, including taking steps to help children manage their own emotions.