Kings Meadow Primary School

Personal Social Health Education (PSHE) Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING Curriculum statement for the school. It states the school philosophy about the contribution which Personal Social Health Education (PSHE) makes to our pupils' education and the way in which the National Curriculum and PSHE are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the school scheme of work.

2. INTENT

Why is PSHE important:

PSHE teaches us how to make informed choices and be enterprising and ambitious.

Through PSHE education, we focus on achieving our potential by supporting our wellbeing and tackling issues that can affect our ability to learn, such as anxiety and unhealthy relationships.

In PSHE, we learn the importance of a healthy lifestyle and positive relationships.

At Kings Meadow we believe that:

- PSHE education introduces pupils to some of the opportunities, challenges and responsibilities they will face growing up.
- PSHE education actively promotes the moral, cultural, mental and physical development of pupils.
- Through PSHE education, pupils learn about boundaries, including understanding boundaries in friendships with peers and also in families and with others, in a range of contexts, including online.
- PSHE education helps to foster pupil wellbeing and develop character and personal attributes that we believe are fundamental to pupils being happy, successful and productive.
- Pupils are taught about the importance of participation in their own communities through PSHE education.

Through our curriculum it is our intention for our children to:

- Learn how to live healthy lifestyles;
- Deal with different emotions in an appropriate way;
- Keep themselves safe;
- Communicate well with others and work as a team;
- Define, identify and know how to respond to bullying;
- Know where and how to seek help when needed;
- Treat everybody with respect;
- Form and build positive relationships;
- Understand the reasons for rules, and their responsibility to keep them;
- Learn about their responsibility in caring for others;
- Be active in their own learning;
- Be active within their community;
- Manage money well;
- Keep safe online;
- Self-assess and identify their strengths and weaknesses;
- Know how to make emergency calls;
- Know basic First Aid;
- Work collaboratively and respectfully;
- Appreciate diversity;
- Empathise with other points of view;
- Express opinions clearly;
- Develop an awareness of changing and growing;
- Understand the changes that occur in puberty;
- Address personal hygiene;
- Develop strategies for managing changing emotions.

3. IMPLEMENTATION

When is PSHE taught:

PSHE is taught discretely once a week for half an hour from our planned 'PSHE Curriculum' which uses '1 Decision' as a primary resource for teaching and learning. There is a whole school over-arching theme each half term and each year group cover different units of work within each theme.

How is PSHE taught:

PSHE is taught through a combination of subject knowledge and skill building. Year 1 and Year 4 complete the baseline assessment for each theme and Year 3 and Year 6 complete each summative assessment for each theme. Learning takes place both inside and outside the classroom.

Adaptive Teaching:

The PSHE curriculum is adapted to meet the diverse needs of pupils through a range of interactive and inclusive strategies. At Kings Meadow, teachers create a safe, supportive environment by using age-appropriate language and activities that encourage open discussion. For example, role-playing, storytelling, and group projects are all used to help children understand complex topics like relationships, emotions, and healthy lifestyles in a more engaging and relatable way. Visual aids, such as posters or videos, reinforce key concepts, while interactive exercises like games or class discussions allow children to explore ideas and express their thoughts. Adaptive teaching is crucial to ensure that all children, including those with special educational needs, can participate meaningfully. Incorporating regular reflection activities, such as journals or circle time, enables our pupils to process their learning and relate it to their everyday experiences. Overall, the PSHE curriculum at Kings Meadow is adapted to foster a positive, well-rounded understanding of self and society in our children.

Oracy in PSHE:

In our school Personal, Social, and Health Education (PSHE) lessons, oracy plays an essential role in helping pupils develop communication skills that are vital for their personal and social growth. By encouraging pupils to express their thoughts, feelings, and opinions, oracy allows them to engage in meaningful conversations about topics such as relationships, emotional well-being, and healthy lifestyles. Activities like group discussions, role-playing, and problem-solving exercises provide opportunities for children to practice active listening, articulate their ideas clearly, and respect diverse viewpoints. Through the use of oracy in PSHE, pupils learn to navigate complex social situations, build empathy, and enhance their ability to communicate effectively, both in and outside of the classroom. This not only supports their emotional and social development but also prepares them to become responsible and thoughtful members of society.

Resources:

The resources for PSHE can be found in the module sections of the 1 decision website. Support notes for lessons for staff and assessment information can be found in the PSHE folder on the staff drive. Further resources such as specific books to support sessions such as stories can be found in the relevant classrooms.

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. Class teachers also assess children's understanding and

skills through observation and discussion of their work (Pupil Voice). In Key Stage 2 the children are also involved in self-evaluating their learning.

Work is marked thoroughly in line with the school's Marking Policy.

Formative and summative assessment is used to track children's learning against the statutory objectives throughout each theme with Years 1 and 4 completing the baseline assessments and Years 3 and 6 completing the summative assessments for each theme. Each year group recaps previous learning within each theme by revisiting previous learning before starting a new unit.

In order to ensure continued improvement in the teaching and learning of PSHE, the subject leader is responsible for supporting colleagues by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	January 2025
Approved by Governing Body	March 2025
Next Review	January 2028 or sooner if required.