PSHE Policy

Staff Responsible:	**Mrs Sarah Bingham**
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Teaching and Learning in PSHE

Subject Identity

Fingerprint Statement

PSHE supports the development of the whole child by promoting personal, social, emotional and moral growth. It equips pupils with the knowledge, skills and attitudes needed to lead healthy, safe and respectful lives, while helping them navigate real-life situations, choices and relationships. Through discussion, reflection and trust-based learning, pupils develop self-awareness, empathy and resilience, with progress reflected in their growing maturity, understanding and decision-making. The curriculum is closely linked to wellbeing, safeguarding and the promotion of British Values.

Core Concepts and Themes

- **Health and Wellbeing –** physical and mental self-care
- **Relationships –** respect, empathy and communication
- **Living in the Wider World –** responsibility, citizenship and finance
- **Identity –** understanding self and others
- **Choice and Consequence –** informed decision-making

PSHE is rooted in preparing children to live healthy, responsible and fulfilling lives.

Disciplinary Ways of Thinking

Personal and Social Understanding is at the heart of PSHE education, supporting pupils to develop a deeper understanding of themselves, their relationships and the wider world. Through reflection, discussion and real-life learning, pupils build the knowledge, skills and confidence needed to make informed decisions, develop positive relationships, and navigate life's opportunities and challenges safely, responsibly and with increasing independence.

PSHE develops pupils' understanding of themselves and others so they can navigate life safely, responsibly and confidently.

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared, and next steps are actioned.

Delivery of PSHE

PSHE is timetabled to be taught once a week across the school for half an hour (minimum). Our PSHE curriculum is supported by Jigsaw – the mindful approach to PSHE. Elements of PSHE and Personal Development is integrated throughout each curriculum area and is further supported during weekly assemblies using Picture News which incorporate 'Protected Characteristics' and the UN Rights of the Child.

Lesson Content

In support of foundational understanding of PSHE, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- **"What is PSHE statement"**
  As each PSHE lesson commences, children will be reminded of the Trunk Statement – "*PSHE develops pupils' understanding of themselves and others so they can navigate life safely, responsibly and confidently.*" They are also reminded of the British Values, with statements that support the children in their understanding of each value and how it is relevant to their lives.
- **"Why Learn PSHE?"**
  Pupils are explicitly reminded of the key skills developed through PSHE, including communication, decision-making, self-awareness, resilience, critical thinking and empathy. Opportunities are provided to discuss how these skills support positive wellbeing, healthy relationships, personal safety and responsible citizenship, helping pupils understand the relevance of their learning in everyday life.
- **Real-life contexts and meaningful discussion**
  Where appropriate, lessons are linked to real-life situations, current issues and age-appropriate scenarios. The purpose and context of learning are clearly identified so that pupils understand how the knowledge and skills being taught can be applied beyond the classroom.
- **Personal development themes**
  To deepen understanding, new learning is connected to the three core PSHE themes: Health and Wellbeing, Relationships, and Living in the Wider World. Making these connections helps pupils develop a coherent understanding of personal, social and emotional development over time.
- **Key vocabulary**
  Carefully selected, age-appropriate vocabulary is introduced, discussed and clarified within each lesson. Teachers facilitate purposeful discussion to ensure pupils can confidently understand, use and apply this terminology in relevant contexts.

- **Teaching Toolkit strategies**
  High-quality teaching is underpinned by the effective use of agreed Teaching Toolkit strategies. These include modelling, retrieval practice, adaptive teaching, precise assessment and opportunities for purposeful reflection, all of which support strong learning outcomes and meaningful personal development.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence PSHE effectively, the following strategies have been implemented: -

- **Reception** – Curriculum floorbooks are used to capture shared learning experiences, class discussions, role-play opportunities and outcomes throughout PSHE sessions. These provide a record of pupils' developing understanding of themselves, their relationships and the world around them.
- **Key Stage 1 (Years 1–2)** – A combination of Team PSHE floorbooks and Earwig is used to document both collaborative and individual learning. Evidence may include photographs, pupil voice, reflections, recorded discussions and examples of work linked to PSHE themes.
- **Key Stage 2 (Years 3–6)** – Individual PSHE books (or class PSHE journals, where appropriate) are used alongside Earwig to provide a comprehensive record of pupils' knowledge, understanding and personal development over time. Evidence may include written reflections, responses to scenarios, pupil voice activities and outcomes from discussions linked to Health and Wellbeing, Relationships, and Living in the Wider World.

Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners

Assessment

In line with the school's Marking and Feedback Policy, adults are expected to use ongoing formative assessment throughout PSHE lessons. This ensures teaching is proactive and responsive to the needs of all pupils. Feedback may be delivered verbally or in written form and should support pupils in developing their understanding, skills and personal reflection within the lesson and over time.

At the end of each half-term, pupils' understanding and application of key PSHE learning are assessed through two key approaches:

- a retrieval activity, focused on recalling key knowledge, vocabulary and concepts from the unit
- a reflective or scenario-based 'connections' task, enabling pupils to demonstrate the breadth and depth of their understanding, make links between learning and apply their knowledge to real-life situations

As PSHE is a personal development subject, assessment focuses on pupils' knowledge and understanding rather than their personal beliefs, attitudes or experiences.

Pupils identified as requiring additional support to access age-related learning are recorded within the Wider Curriculum Assessment grids, alongside a brief commentary to support the identification and monitoring of gaps in knowledge, understanding and skills across the PSHE curriculum.

Children 'working significantly below' national curriculum expectations are noted under the relevant working plan, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum.

Social stories and interventions can be put in place for children, who are working significantly below with their understanding of PSHE topics.