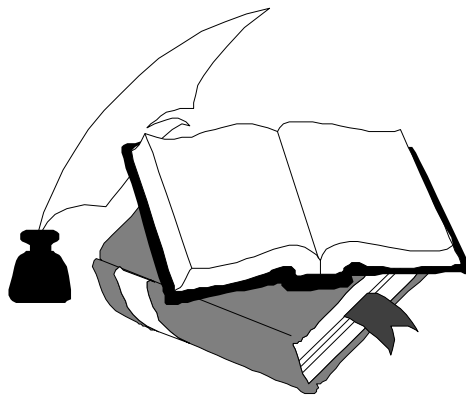


Alderman Payne Primary School



PSHE Policy

Date reviewed: March 2025

Next review: March 2027

1. Aims

The aims of personal, social, cultural, health and economic (PSHE) education in our school are to:

Equip children with the essential skills for life. We develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Children learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Our PSHE curriculum coverage prepares children for life in society now and in the future. We help all children see everybody's value in society. We cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. We develop and support our children's social, moral, spiritual and cultural development and provide them with protective teaching on essential safeguarding issues, developing the knowledge of when and how they can ask for help.

At Alderman Payne we base our learning around our "Five Fabulous Foundations"

- Reading
- Respect
- Resilience and Perseverance
- Inquisitiveness
- Wider World
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These foundations are interwoven throughout our learning on Health and Wellbeing, Friendships, Living in the Wider World and Citizenship.

2. Statutory requirements

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance

We teach PSHE with RSE to ensure that children develop both skills and understanding relating to personal, social, health and economic education. This also incorporates SMSC, British Values and E-Safety.

3. Content and delivery

3.1 What we teach

We teach the content for relationships education, and health education, as set out in the statutory guidance.

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. The governing body have taken the decision to teach sex education as part of our relationships curriculum.

For other aspects of PSHE, including health education, see the attached (Appendix1) curriculum map for more details about what we teach in each Key Stage.

3.2 How we teach it

- Each class has a scheme of learning for PSHE
- We use Cornerstones to assess coverage and attainment of PSHE across the school
- When we report to parents, we discuss children's Social and Emotional Wellbeing. We explain what has been covered over each term and talk about progress made.
- PSHE is taught weekly in our class environments and in assemblies. When teaching Relationships Education, it is taught within year groups, rather than as a whole class. We use the CWP scheme to support the teaching of relationships education (see the Relationships education policy for more information)
- Our PSHE curriculum is embedded into other parts of our curriculum as part of our wider school offer, such as in:
 - Assemblies
 - Pupil leadership groups
 - Behaviour expectations and routines
- Our teachers and SLT lead PSHE through carefully planned and sensitively delivered lessons, assemblies and enrichment activities.
- Carefully planned lessons and a safe environment mean that all children are included in our PSHE curriculum. We seek to find roles and responsibilities for as many children as possible so that they can develop their understanding of the wider world and community.
- We recognise and embrace faiths and beliefs. Teachers know and understand how to respond to difficult questions and how to discuss controversial topics without bias.
- As a school, we teach about specific subjects e.g. LGBTQ+ as part of our Relationships Education policy.
- All staff are given the opportunity to ask for CPD in areas where they feel they need more direction. If a staff member feels uncomfortable teaching a specific topic, they are able to speak to the PSHE lead or Headteacher to find a suitable way forward.
- We offer additional wellbeing initiatives including Emotional Literacy Support and Drawing and Talking Therapies to support children with particular challenges. In addition, our provision for children with SEND, both through classroom support, interventions and holistic teaching opportunities, we are able to support children to develop their skills and understanding in a bespoke manner.

4. Roles and responsibilities

4.1 The governing body

The governing body will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher and PSHE co-ordinator is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the subject leader through:

- Planning Looks
- Learning walks
- Lesson observations
- Evidence/Book Looks

This policy will be reviewed by the Headteacher bi-annually. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

Relationships Education Policy

SMSC Policy