



Badgerbrook Primary School

PSHE Policy

2024/25

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| Policy Date: | September 2024 | Version: 1 |
| Policy Review Date: | September 2025 | Vanessa Toon |
| Ratified by Advisory Board: | | |
| Signed: | | |

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Aims of our PSHE Policy:

Our Personal, Social, Health, and Economic (PSHE) education curriculum is designed to support the development of children in a holistic manner. PSHE promotes pupils' personal, social, health and emotional development.

At Badgerbrook Primary School we provide a nurturing, learning environment where all pupils can develop their full potential and where their achievements are celebrated and rewarded. PSHE is an integral part of all aspects of school life. We believe that through PSHE and Citizenship, pupils will gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become active and informed citizens within and beyond the curriculum. It offers learning opportunities across and beyond the curriculum, in specific PSHE lessons as well as in assemblies, circle time, special events and other activities that enrich pupils' experiences. The teaching and learning in PSHE uphold this vision.

Purpose of Study - Why Teach PSHE?

Teaching PSHE is essential for laying the foundation of lifelong skills necessary for personal well-being and social interaction. It supports emotional and mental health, helping children understand and manage their emotions, build self-esteem, and develop resilience. By educating children about healthy relationships, safety, and well-being, PSHE equips them with the knowledge to make informed decisions and stay safe in various situations. It also fosters an understanding of rights and responsibilities, promotes inclusivity and respect for diversity, and prepares children for future challenges.

The PSHE programme of study includes three core themes:

- Relationships
- Health and Well Being
- Living in the Wider World

At Badgerbrook Primary School our intent is:

Health and Well-Being

- To develop a healthy lifestyle
- To provide an environment where pupils thrive emotionally
- To explore ways to keep themselves and others safe
- To encourage self-awareness and positive self-esteem of all pupils

- To manage feelings and develop self-awareness
- To ensure children develop strategies and a voice to protect and keep themselves safe

Relationships

- To promote good relationships and respect differences between people
- To develop and respect equality and celebrate each others' differences
- To recognise that families and friendships can take on many different forms
- To recognise how to repair and rebuild relationships

Living in a Wider World

- To develop the confidence to make the most of their ability
- To prepare pupils to play an active role as citizens
- To develop positive learning behaviours
- To make a positive contribution to school life
- To make informed choices
- To enable pupils, to take part in a wide range of activities/experiences across the curriculum and contribute to the daily life of the school
- To learn to respect, understand and celebrate diversity and difference
- To gain an understanding of the Equality Act 2010 and what it means to live in a diverse society
- To understand what community means
- To prepare the children for life in their futures, considering careers and finance

Planning

PSHE is delivered through discrete, timetabled lessons as well as integrated through other curriculum subjects. Each class has a dedicated weekly PSHE slot, with lessons drawn from the PSHE Association Curriculum. Additionally, PSHE topics are reinforced through assemblies, class discussions, circle time, and the Lyfta learning platform.

The curriculum is further enriched through extra-curricular and enrichment activities, including health days, theatre groups, fundraising events, trips, visitors, school events and celebrations including off-site visits. Teachers facilitate class council meetings and eco committee meetings to address matters arising within the school community. The School Council and Eco Committee promote democracy and pupil voice throughout the school.

Circle time is recognized as a valuable tool for teaching and discussing PSHE, allowing for the addressing of specific issues relevant to daily classroom life.

Implementation

At Badgerbrook, PSHE is taught to all pupils and integrated into other subject areas. Much of the curriculum is delivered through oral and practical activities, with opportunities found in areas such as drama and role-play, debate and discussion in literacy, teamwork in pairs or small groups, improving health in PE, environmental, health and drug issues in science and exploring beliefs, values, and practices in RE.

We use a range of teaching and learning styles to teach PSHE with an emphasis on active learning. This involves children participating in discussions, investigations and problem-solving activities tailored to the age of the pupils ensuring a whole school approach to the subject.

In the Early Years Foundation Stage (EYFS), PSHE is taught through an integrated and play-based approach that is woven into daily routines and activities. Teachers focus on fostering children's personal, social, and emotional development by encouraging them to explore their feelings, build relationships, and develop social skills through interactive play, stories, and group activities. Learning is often hands-on and child-centred, with teachers guiding children in understanding concepts like sharing, empathy, and cooperation. This holistic approach ensures that PSHE is a natural and engaging part of the early learning experience, laying a strong foundation for future development.

In Key Stage 1 (KS1) and Key Stage 2 (KS2), PSHE is taught through a structured yet flexible curriculum that builds on the foundational skills developed in the Early Years Foundation Stage (EYFS). In KS1, teaching methods include interactive activities such as role-play, storytelling, circle time and group discussions, which help children understand and manage their emotions, develop social skills, and learn about health and well-being. As pupils progress into KS2, the curriculum becomes more comprehensive, addressing a wider range of topics such as citizenship, digital literacy, and personal safety. Lessons often involve more complex discussions, collaborative projects, and problem-solving activities that encourage critical thinking and deeper understanding. Throughout both stages, the teaching of PSHE is integrated into various subjects and supported by a whole-school approach, ensuring that our pupils receive consistent and meaningful education in personal, social, and health topics.

We encourage children to engage in a variety of practical activities that promote active citizenship, such as charity fundraising, planning special school events like assemblies, and participating in initiatives to support individuals or groups less fortunate than themselves.

Additionally, we provide opportunities for children to hear from visiting speakers, including health workers, police officers, and local church representatives, who discuss their roles in fostering a positive and supportive community. Through the PSHE curriculum, the "No Outsiders" program, and Lyfta children will also have the chance to explore issues related to living in a multicultural society. Our Celebration Assemblies celebrate personal achievement and reward thoughtful, caring behaviour.

[LYFTA / No outsiders?](#)

Inclusion

All children will receive quality first PSHE teaching. Where needed, identified pupils will have access to intervention groups such as social skills groups or working with ELSA.

Additional Pastoral arrangements

Our aim is to develop the abilities of all pupils. We recognise that some pupils may require additional support for emotional and social development (i.e. Social skills groups/ELSA/Lunchtime Nurture Group). The work of learning support assistants enables ongoing support in PSHE when needed.

Assessment

Teacher assessment in PSHE is designed to evaluate students' understanding, skills, and personal development. This assessment focuses on various aspects, including students' knowledge of key concepts, their ability to apply social and emotional skills in everyday situations, and their attitudes towards important issues. Teachers use a variety of methods, such as observations, discussions, questioning, self-assessment, peer feedback, photos/videos and written work where appropriate to gauge pupils' progress. They also employ formative assessments, like reflections, role-plays, and group activities, to track and support each child's development. Regular feedback is provided to help pupils understand their strengths and areas for development.

Monitoring and Evaluation

Monitoring PSHE is crucial to ensure effective delivery and consistent quality across the whole school. The PSHE coordinator plays a crucial role in overseeing the curriculum's implementation across the school. This includes conducting classroom observations, learning walks, and engaging in discussions with teaching staff to ensure a cohesive and coherent curriculum.

Staff meetings are held to review experiences, develop staff teaching and learning knowledge, and discuss best practices. Additionally, evidence of PSHE learning and outcomes is collected through work samples, photos, observations, all of which are organized and stored on the PSHE Teams Channel.

Pupil voice is emphasized through interviews with pupils to gather their insights on their PSHE learning experiences. Key learning behaviours related to PSHE are reported to parents in end-of-year reports. Staff collaborate in regular meetings to review and share their experiences and best practices. Evidence of PSHE activities and outcomes, including work samples, photos, and observations, is collected and organized on the PSHE Teams Channel for comprehensive documentation and review.

Safety

Safety considerations for teaching PSHE are paramount to creating a supportive and secure learning environment. Sensitivity is crucial when addressing topics such as relationships, emotions, and health. Teachers must ensure that discussions and materials are age-

appropriate and respectful of each child's developmental stage. Confidentiality is another key aspect, emphasizing the importance of respecting pupils' privacy when they share personal experiences or concerns. It's vital to foster an inclusive atmosphere where diversity in all its forms is celebrated, and where every child feels valued and respected. Clear boundaries should be set to maintain respect during class discussions, ensuring that all pupils feel safe to express their thoughts and opinions without fear of judgment or ridicule. Lastly, teachers will be equipped with the necessary training and resources to provide emotional support to pupils. By prioritising these safety considerations, we can effectively promote a positive learning experience in PSHE that nurtures children's social, emotional, and personal development.

Reporting to Parents

Progress in PSHE is reported to parents through termly parents' evenings and the end-of-year reports. The end-of-year report highlights key learning behaviours and achievements, providing insights into their personal and social development. The reports are designed to give parents a clear understanding of their child's progress, strengths, and areas for improvement. By documenting this information, parents are kept informed about their child's growth in essential life skills and values taught through the PSHE curriculum.

In addition to end-of-year reports, teachers will informally share areas of success and development with parents throughout the year. This includes positive feedback on a pupil's performance in specific tasks and recognition of their hard work and improvement. Should any concerns arise regarding a pupil's progress, teachers will promptly communicate with parents to discuss the issues and collaborate on strategies to support the pupil's learning.

Feedback

Feedback to pupils for PSHE is designed to be constructive, specific, and encouraging, fostering personal and social development. Positive behaviours, such as helping classmates, respecting others and expressing feelings, are acknowledged to reinforce values like teamwork, empathy, and effective communication.

Participation and effort in lessons are encouraged, with emphasis placed on the importance of understanding and practising healthy choices. Constructive guidance is provided to help pupils develop PSHE skills such as managing their emotions, making positive choices, improving their listening skills and supporting the development of self-awareness. Reflection and personal growth are promoted by encouraging pupils to think about their actions and apply learned strategies in daily life. This approach ensures that feedback supports the development of essential life skills, aligning with the objectives of the PSHE curriculum.