

# ***Personal, Social and Health Education (PSHE) Policy***



## **1. Intent**

The PSHE curriculum at Tow Law Millennium Primary intends to build healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships and understanding of how to stay safe. It promotes the spiritual, moral, cultural, mental and physical development of all pupils at Tow Law Millennium Primary School, preparing them for the opportunities, responsibilities and experiences of later life. Our PSHE teaching begins from an early age; in EYFS children have great opportunities to focus on their personal, social and emotional development, as well as their physical development and understanding of the world. Pupils in our school generally have strengths in developing caring friendships and understanding the variation in families who may care for their peers, however they have difficulty developing and processing their online relationships. Our curriculum addresses these limitations, as we seek to use our taught PSHE lessons alongside the linked curriculum subjects to improve their understanding in an ever-changing technological world.

## **2. Implementation**

### **a. Curriculum planning**

We follow a programme of study developed from the PSHE Association's Programme Builders, which are recommended by the Department for Education and fulfil the Relationship and Health Education requirements for schools from September 2020.

The programme of study has three core themes, the same for each key stage:

Core Theme 1: Health and Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the Wider World

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

Our PSHE curriculum has a question-based approach, with an overarching question for each half term. In KS1 these begin as 'what?' and 'who?' questions and build throughout KS2 into 'why?' and 'how?' questions. Our long-term plan is a two-year rolling

programme, so that children can achieve depth in their learning. The subject coordinator has identified the key knowledge, vocabulary and skills of each question unit and consideration has been given to ensure progression across topics throughout each year group across the school. Teachers will cover key questions within each unit to ensure that lessons are relevant and take account of children's different starting points.

We teach PSHE (including Relationships & Health Education) in a variety of ways. We have dedicated weekly curriculum lesson time, where the lessons are delivered by the class teacher, using the sequences of lessons and key vocabulary developed from the PSHE Association's Programme Builders. PSHE is also covered, where appropriate, through other areas of the school's curriculum; e.g. Religious Education, Science, Physical Education. We believe that PSHE gives our pupils the opportunity to consider what the knowledge and understanding learnt in other subjects means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives. In addition, PSHE is delivered through whole-school activities and events.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment. All year groups access 'Educate & Celebrate' books to teach LGBTQ+ and equal opportunities at an age-appropriate level. Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning. Assemblies are also planned to cover any additional sessions that would benefit the whole school.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

## **b. Resources**

The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training. Books to support the teaching and learning of PSHE can be found in our school library. Where required, CPD is provided to staff members to increase confidence and knowledge when teaching PSHE (including RSE).

## **c. Foundation Stage**

In the Foundation Stage, PSHE is taught as an integral part of the Early Years Foundation Stage Framework covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's Personal, Emotional and Social Development. This is also supported through other areas of learning such as Understanding the World, and Communication and Language and Literacy.

#### **d. Teaching PSHE to Children with Special Needs**

All pupils, regardless of their needs must be part of PSHE & Relationships & Health Education lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are more able or have learning difficulties. When teaching PSHE, we consider the outcomes set for the children in their Education Health and Care Plan (EHCP) or support plans, some of which may be directly related to PSHE targets. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by children. We believe that some pupils may have exceptional special abilities and talents and that monitoring these is our responsibility. The more able pupil has particular needs because they demonstrate an exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas. We will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **3 Impact**

At Tow Law Millennium Primary School, we firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant, resilient and well-rounded adults. Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty. They will approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children will build up tolerance and a sense of responsibility of being a global citizen. Through engagement with a variety of Educate and Celebrate texts, children will understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

#### **a. Assessment and recording**

We will assess the pupils learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Each class has a PSHE floor book, where work completed in PSHE lessons is recorded throughout the year. This may include; evidence of discussions, photographs, examples of work created, staff observation notes.

## **b. Monitoring and Review**

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject. The PSHE coordinator also monitors the learning and progress of all pupils across the school through learning walks and floor books monitoring.

### **Right to withdraw**

At Tow Law Millennium Primary School, we have chosen to include some elements of Sex Education as part of the Relationships Education programme. The decision has been made to name the correct parts of the body (including penis, vulva and vagina). This is closely linked to our safeguarding agenda to ensure pupils can accurately report any unsafe situation to an adult. As stated in the statutory guidance: 'schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse'. We are choosing to use the correct vocabulary for body parts from EYFS to ensure that our pupils have the knowledge and vocabulary to report abuse.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns with the Head Teacher at the earliest opportunity. The Head Teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any Relationship Education resources the school uses.

Please note: puberty including menstruation (and body parts vocabulary including penis, vulva and vagina in Class 1) is included as part of the Health Education and Science curriculum and parents/carers do not have the right to withdraw their child from this aspect. We will ensure that any external visitors/companies coming into school to support our delivery of the PSHE (including RSE curriculum) are briefed prior to the session/s so that the content covered fits within our Relationships and Health Education curriculum offer.

Signed:

Date: Summer 2025

Review date : Summer 2027

If you require this information summarised in another language or format please contact the school office on:



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