SPRING VALE PRIMARY SCHOOL

'PSHE' Policy 2026-27

LYKOS
WHERE EVERY CHILD MATTERS
Multi Academy Trust

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Together Everyone Achieving More	**Together** with friends, families and community we care for ourselves, each other, our school and our world. **Everyone** has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability. **Achieving** our best is what we aim for every day we come to school. **More** independence makes better learners and helps us to become good citizens.

Intent of our PSHE Curriculum:

At Spring Vale Primary School, we believe our PSHE teaching would give our children the skills and understanding to become healthy, secure, independent and responsible members of society. Our aim is to promote the spiritual, moral, cultural, mental and physical development of all pupils, to prepare them for the opportunities, responsibilities and experiences of later life.

Aims and Rationale:

- To ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- To support the Prevent strategy, by instilling in children a sense of identity and belonging.
- To ensure the delivery and teaching of the PSHE/Citizenship key skills and learning objectives, outlined by the National Curriculum.
- To make explicit the school's commitment to delivering PSHE/Citizenship, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE/Citizenship Framework in a whole-school approach.
- To provide guidance and support for staff.
- To inform parents/carers to enable the whole school community to work as part of a collaborative team.
- To create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- To develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.

Values:

PSHE should reflect and be reflected in the values and ethos of Spring Vale Primary School. This policy relates to the school Sex and Relationships Policy, Drugs Education Policy, Behaviour Policies, SEN Policy, Safeguarding (Child Protection) Policy, Equal Opportunities Policy, Health and Safety Policy and Staff Code of Conduct.

Definitions and Purpose:

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education' (National Curriculum, 2014)

'Young people need the opportunity to receive high-quality PSHE and SRE at school. They have a right to information that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and SRE in schools 2015)

'This area of learning lays the foundations for long-term wellbeing and contributes to children's social, economic and physical development. It is central to their development as confident individuals.' (QCDA, 2010)

Teaching and learning of PSHE at Spring Vale:

PSHE is co-ordinated by Mrs K Kelly (Deputy Headteacher). PSHE is delivered by class teachers with support from the subject leader and the School Nurse, when appropriate, in carrying out health promotion across the school. In matters of Safety and Citizenship outside agencies will support the delivery of the curriculum. PSHE is concerned with knowledge, the development of skills and attitudes.

The teaching objectives are to:

- Develop pupils' confidence, self-esteem and responsibility and make the most of their abilities
- Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and the wider community
- Develop healthy and safe lifestyles
- Develop good relationships and respect the differences between people.
- Encourage a respect for democracy and British laws, instil a strong sense of what is right and wrong
- Promote British values as part of pupil's SMSC development

These will be achieved through the curriculum, through contributing to school life and through community links.

PSHE is taught in 3 waves:

WAVE 1
Dedicated and discrete weekly PSHE lessons
↓
WAVE 2
Ethos and practices of the school / Other curriculum areas / Assemblies
↓
WAVE 3
Targetted group / individual support in response to identified issues and concerns

In the Foundation Stage PSHE is a key part of the curriculum and is integral in all seven areas of learning.

PSHE/ Citizenship Activities and School Events:

Pupils are given opportunities to participate in class outings at least once a term. There are further opportunities involving visits to local venues, galleries, exhibitions and events.

Other activities/events include:

- Visitors to the school e.g West Midlands Fire Service, Police, E-Safety Advisors
- Celebrating diversity e.g. Black History
    - School Fundraising Events
- Pupil Voice e.g. School Council Newsletter
- Special school events involving the community when possible e.g. Remembrance Service

Ethos, organisation, structures and daily practices of school life:

Pupil participation includes:

- School Council
- Monitors elected in classes
- Year 6 Play Leaders
- Drawing up class rules
- Participation in assemblies
- Reading buddies (interclass links)

Methods and Content:

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. Teaching staff will establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed. The PSHE curriculum will be delivered throughout the school year, using 6 'topics' – one each half term.

Term	Unit
Autumn 1	My World
Autumn 2	Difference
Spring 1	Dreams and Goals
Spring 2	Healthy Lifestyles
Summer 1	Relationships
Summer 2	Change

Monitoring and Assessment

To be successful independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the students they teach and how their learning might be improved. The PSHE Co-ordinator will be responsible for ensuring the policy and programmes are implemented as agreed.

Each half term, children's understanding is 'traffic lighted' read, orange or green against the objective of each lesson.

For each unit, children are recorded as either:

- → Working towards the expectation
- → Working at the expectation
- → Working above the expectation

My World Year 6	Objective	Assessment
Lesson 1	I can identify my rights and responsibilities.	
Lesson 2	I understand my own strengths and weaknesses.	
Lesson 3	I understand there are consequences to my actions.	
Lesson 4	I can discuss what is meant by my 'digital world'.	
Lesson 5	I understand how to keep myself safe.	
'In the news...'		

Ongoing Monitoring:

- Monitoring Assembly record / diary recording content
- Monitoring planning, with focus on PSHE activities
- Displays – PSHE board that reflects current theme
- Book Monitoring
- Teacher and child questionnaires
- Review PSHE in staff meetings and discussions with staff - monitor themes completed/in progress (how it has been received, what has gone well, how the staff feel about it, resources issues, and training needs).
- Consultation of children

Working with Parents/Carers and external agencies/ community links:

At Spring Vale Primary the parent/carer is involved at the very start of a child's first education, in meetings and in consultation over the Home-School agreement. Parent/carer involvement is encouraged in all parts of their child/children's education. In addition, community links and work-related activities linked with charitable and voluntary groups are encouraged in order to complement the PSHE curriculum and benefit the school, such as:

• Harvest Festival celebration: Autumn Term each year, classwork culminating in Assemblies focusing on various aspects of Harvest and in a collection of foods

• Comic Relief: Spring Term (alternate years); work in class on issues raised, with assemblies and celebration; money raised sent to Comic Relief charity for people in need, mainly in the UK and in Africa

• Black History Month; held in October, celebration of achievements and lives of black people; link with Science, ICT, History, Geography, Art and Design, Music, R.E. and Drama

External agencies should not be left alone with a class, group or individual Some external agencies working in school are bound by their own professional codes of conduct and school policy needs to be clarified from the start.

Any procedures should complement the school's policy and procedures on Safeguarding and the Staff Code of Conduct.

Staff professional development:

PSHE will be reviewed throughout the academic year by the PSHE Coordinator in order to identify professional development needs; staff will be supported accordingly. Staff INSETS and training to be planned into the academic year to ensure best practice.

Date of Review: July 2024

Date of Next Review: July 2025