



# Marsh Green Primary School



## PSHE Policy

2024-2026

Written by: Ashlea Jackson



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## Aims

At Marsh Green Primary School we regard PSHE as an important and integral component of the whole curriculum. We believe PSHE helps to give pupils the knowledge and skills they need to become confident, healthy, respectful and responsible members of the community. The PSHE curriculum is embedded throughout our daily school life. We model positive relationships, self-image and communication skills with others in all our day to day interactions as well as teaching skills explicitly in PSHE lessons. We believe that PSHE is central to the school's philosophy and ethos, its aims attitudes and values.

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

- Equip our pupils to be happy, healthy and responsible members of society and to reach their potential
- Provide our pupils with the knowledge and skills needed to successfully tackle the social, moral, spiritual and cultural issues that face them growing-up in their local environment
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about their rights and responsibilities
- Promote British Values

## Organisation

PSHE is an integral part of our curriculum. It is the environment in which the whole school operates. It is therefore one of the most important parts of our curriculum. Planned opportunities for promoting pupils personal and social development exist across the curriculum in:

- Designated circle time
- Planned PSHE lessons
- Assemblies
- The school ethos
- Enrichment activities - school trips/ theatres/Life Education Centre/Visitors into school/people working in school (authors, poets, artists, sportspeople etc...) / afterschool clubs

**Further opportunities that the children can experience:**

- Meeting and working with adults other than teachers, including members of the community
- Interacting and working with people who are different from themselves.
- Taking responsibility for others e.g. visitors/ younger pupils.
- Taking on roles of responsibility e.g. Play leaders, Monitors, School Council Members

## Planning

Children are also encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

The Education Act 2002 sets out the statutory duties which all schools are required to meet: -Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society - Prepare pupils at the school for opportunities, responsibilities and experiences of later life.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020

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it became compulsory for all schools to teach Health Education. RHSE is part of the Personal, Social, Health and Emotional education coverage in our school and some topics are taught through the statutory requirements of the National Curriculum 2014 Science orders, which are compulsory for all primary aged children. The Spiritual, Moral, Social and Cultural learning done in school will reinforce aspects of RSE also.

Our PSHE curriculum is based on Kapow, but personalised to meet the needs of our children and the local community. Kapow is a comprehensive PSHE programme for the whole primary school from Early Years through to Year 6. Kapow is designed as a whole school approach, covering different topics.

EYFS:

- Self-regulation • Building relationships • Managing self

Key stage 1 and 2:

- Families and relationships • Health and wellbeing • Safety and the changing body • Citizenship • Economic wellbeing

One of the keyways to implement a successful RSHE curriculum is to ensure that it is planned and progressive. The statutory guidance sets out what children should know by the end of their time in primary education. To achieve this, children need the opportunity to revisit topics at different ages and their knowledge and understanding will develop as they mature. Certain topics contained within the guidance have caused concern for some schools, parents and carers. Careful consideration has been given to how and when to introduce these topics and all of them are covered in age appropriate manner.

### Assessment and Recording

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best 4 means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

### Resources

These explicit lessons are reinforced and enhanced in many ways: • Assemblies and daily Kaleidoscope sessions • Our school values • Through relationships child to child, adult to child and adult to adult across the school • External visitors

### Monitoring and Review

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.

This policy also links to the following policies and procedures:

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The delivery of PSHE and RSE is monitored by subject leaders through: Lesson observations, learning walks, feedback from staff and children. Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems.