

**PSHE (Personal, Social, Health and Economic) Policy**

PSHE at Grange is designed to develop the knowledge, skills and attributes students need to manage their lives, now and in the future. It covers a range of topics, including many pressing issues facing young people today including: mental health, staying safe online, positive relationships, drugs, alcohol, challenging extremism, careers and financial literacy. The subject aims to have a positive impact on our pupils, including their physical and mental health, safety, careers, financial capability and economic wellbeing.

**Aims (Intent)**

Living

Through the ‘I wonder’ approach, pupils acquire the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. PSHE at Grange enables our pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning. Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

Learning

PSHE helps pupils to learn to recognise their own value, to be able to work well with others and to become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We use a knowledge engaged approach to our curriculum with the PSHE association programme of study as the basis of our provision which is adapted to suit our local context and the needs of our pupils. Grange use ‘PSHE Matters’ from Derbyshire to structure the learning with ‘I wonder’ questions used as drivers to ignite the children’s curiosity and interest. These questions encourage children to develop the skills necessary to gain the required knowledge and key themes are revisited regularly which helps to deepen understanding and supports our pupils to make links between learning.

Laughing

PSHE doesn’t just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE. For truly effective PSHE, the whole school ethos supports the curriculum and our principles. We utilise every opportunity to celebrate and promote PSHE at Grange. Children are given regular opportunities to enrich their experiences through role play, the imagination station and other experiential activities.

**Teaching and Learning**

At Grange, we follow the DfE statutory guidance ‘Relationships education, Relationships and sex education (RSE) and Health Education’ Sept 2020 using The PSHE Association Programme of study to ensure that statutory requirements are fully covered. This incorporates the skills that pupils start to acquire during the Early Years Foundation stage (EYFS).

The PSHE Association’s Programme of Study identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed.

It sets out learning opportunities for Key Stage 1 and 2 based on three core themes:

* Health and well-being
* Relationships
* Living in the wider world

This is supported by the “PSHE Matters” Derbyshire Scheme as a basis for our planning which is strengthened by the use of stories, practical activities and role play.

The 12 modules within the PSHE Matters scheme are:

1. Drug Education - including how to manage risk and peer influences

2. Exploring Emotions - including how to recognise and manage feelings and emotions

3. Being Healthy - including the importance of looking after our mental health

4. Growing up - including the Sex Education element

5. Changes - including loss

6. Bullying Matters - including how to ask for help

7. Being Me - including identity and community

8. Diversity matters - including challenging stereotypes

9. Being Responsible - including looking after the environment

10.Being Safe - particularly featuring cyber, gaming and CSE

11.Relationships matters - including what is a healthy relationship

12.Money Matters - including enterprise

Importantly, units have been designed and mapped to ensure progression and links are made across topics to give children opportunity to revisit knowledge and skills. PSHE is most effectively taught through a ‘spiral programme’. Our learning is organised in a series of recurring themes. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of ‘topics’ or disconnected ‘issues’.

The PSHE curriculum is also supported by cross-curricular links in Computing, Science and PE. We use the Project Evolve toolkit to teach our children about **on-line safety**. This is based on the UKCIS framework ‘Education for a connected world’ and covers progressive knowledge, skills, behaviours and attitudes across eight strands of our on-line lives. This includes:

* on-line relationships,
* online bullying,
* online reputation,
* privacy and security,
* managing on-line information,
* copyright and ownership
* self-image and identity,
* health, wellbeing and lifestyle.

We carry out curriculum planning in PSHE in three phases (long-term, medium-term and short-term).

Long term planning

Our long-term plan maps the PSHE themes and content to be studied in each term by each year group.

Medium term planning

We use the “PSHE Matters”Derbyshire schemeas the basis for our medium term plans, breaking down the knowledge and skills into weekly objectives using relevant questions as drivers.

PSHE education needs to consider pupils’ starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education should start by determining pupils’ prior knowledge. At Grange Primary School we capture our pupils’ prior knowledge and understanding through mind maps, KWL grids, or other visual/audio methods.

Short term planning

Building on what we know about pupils’ prior knowledge and understanding staff plan the delivery of the weekly

PSHE sessions using a range of teaching and learning ideas and resources. Vocabulary is thought about very carefully

at this level alongside any considerations linked to the teaching of sensitive issues.

Intent in the EYFS

EYFS staff use ‘EYFS Development matters’ non-statutory guidance to plan for skills that relate to PSHE. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Areas that specifically relate to this are:

Personal Development, Physical development, Understanding of the world.

Please see Grange’s PSHE programme of study and provision guidance document to see how these EYFS skills feed into each of the PSHE core themes.

**Implementation**

PSHE is taught discretely on a weekly basis with dedicated PSHE sessions.

It is important that PSHE is delivered within a safe, secure and supportive learning environment where children’s genuine questions and concerns can be sensitively addressed. It is also important to think carefully about the possibility of disclosures from pupils who, as a result of the lesson, may develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage pupils to talk about sensitive personal matters in the classroom in front of peers. Therefore, it is good practice before teaching PSHE to have clear ground rules introduced at the start of the lesson.

Possible ground rules include:

• We have the right to ‘pass’ if we do not wish to comment.

• We agree to join in and make a positive contribution.

• We will listen to each other without interrupting.

• We will not ask each other personal questions.

Sessions always begin with a warm up activity intended to set a comfortable and relaxed ethos.

During our PSHE sessions we offer a wide variety of teaching and learning styles, with an emphasis on interactive learning with the teacher as facilitator. We provide information which is realistic and relevant and which reinforces positive social norms. Distancing techniques, using third person such as characters from a story, scenarios, role play and depersonalised discussions and anonymous question boxes are strategies that are promoted throughout ‘PSHE Matters.’ Language is a core component of all lessons and key vocabulary is identified at the beginning of units, displayed each session and built upon and embedded throughout their learning.

Pupils are encouraged to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Staff are guided to answer questions in a timely manner using strategies such as question walls, question boxes or statements such as “That is a really interesting question and I need time to think because I want to give you a proper answer”. This allows staff to consider how to respond to questions, being able to collaborate with colleagues such as the PSHE Lead or the DSL, in order to construct an appropriate answer.

**Safeguarding procedures must be followed when any disclosures are made.**

**Please see Grange Primary School’s policy on reporting a disclosure through the SHARE poster and protocol.**

Our PSHE provision is further enriched by whole school projects that raise awareness of a variety of key life skills such as keeping safe, celebrating diversity, equality, belonging, keeping healthy and mental health. These are taught through carefully planned assemblies, project activities and experiences with learning culminating in planned enrichment days or weeks. Our whole school projects involve our parents and information is always sent out prior to any PSHE whole school project to enable parents to have the opportunity to discuss any sensitive issues prior to pupils learning.

Implementation in the EYFS

In FS1 PSHE themes are usually introduced through stories. Pupils are then encouraged to develop personal and physical skills through a variety of challenging playful opportunities using stimulating resources, with a balance of adult led and child initiated activities. We use PSHE Matters 2021 as a framework for this.

In FS2 the same principles are followed with the addition of focused PSHE weekly sessions.

**Assessment (Impact)**

Assessment is central to effective, quality teaching and learning in all curriculum subjects and PSHE is no different. To be successful independent learners, children and young people 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. To enable this to happen, assessment has to be an integral part of the teaching and learning process and needs to focus on clear learning outcomes related to the curriculum. This is important as we are assessing skills, attitudes, knowledge and understanding.

Baseline assessments are carried out at the beginning of each topic. At Grange Primary School we capture our pupils’ prior knowledge and understanding through mind maps, KWL grids, or other visual/audio methods.

AFL strategies are used during PSHE sessions to measure pupils acquisition and understanding of knowledge and skills each week.

Summative assessment takes a variety of forms and children are given the opportunity to demonstrate their knowledge and understanding in a variety of ways e.g. hot- seating, presentations and debates. These happen at the end of each topic/theme.

Assessment in the EYFS

Upon entry to Grange Primary School, children are observed and assessed using statements from the Development Matters to form the baseline assessment which takes place within the first half term of school.

During the school day, the EYFS are constantly assessing using the online tool, Tapestry. Evidence of learning and observations are recorded to generate a child-specific learning journey. EYFS staff assess progress and plan for next steps.

During four key points in the year, evidence for summative judgements are uploaded on to Tapestry where data is analysed and children in need of extra support or challenge are identified.

**Home/ Community**

At Grange, we recognise the importance of the home and wider community in supporting children’s learning. We proactively engage our local community in whole school PSHE projects that allow families to explore the three core themes of the PSHE curriculum.

We utilise the skills and expertise of external providers to run specific and focused sessions or to run Grange university workshops that link to the three core themes.

Our pupils are active in promoting key PSHE messages through their involvement in the Anti-bullying Ambassadors team, the I-Vengers team or the Sports mini-leaders team. Each team has a page on the website: grangeton.uk where they celebrate the school’s ethos and PSHE achievements.

**Equality at Grange Primary School**

Grange Primary School is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community feel valued. We recognise, respect and value difference and understand that diversity is a strength. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. For a full overview of our views on equality please see the Grange Equality policy.

**Other related policies**

Child protection and Safeguarding,

Anti-bullying and peer on peer abuse,

On-line safety,

RSE policy,

This policy was written by the PSHE lead and will be reviewed in July 2025.