**Subject Policy**

**for PSHE**



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| **Subject Lead** | **M Murtaugh** |
| **Policy Reviewed** | **May 2023** |
| **Next review** |  |
| **Shared with Governors** |  |
| **Signature of Chair of Governors** | **Signature of Headteacher** |

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| **Overview of Updates** | | |
| **Date** | **Amendment** | **Staff** |
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**Mission Statement**

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

**NURTURE-GROW-FLOURISH**

**National Curriculum**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

**Purpose**

**Intent**

At Stubbins Primary School we believe that teaching and learning in PSHE is crucial for a child’s development. Our intent for the PSHE curriculum is to provide our students with a safe and supportive environment where they can develop the knowledge, skills, and attitudes necessary to make healthy choices and become responsible, respectful, and caring members of society. A good PSHE curriculum should enable our children to have the skills to demonstrate all of our core values in different situations throughout their lives.

Our PSHE curriculum aims to:

* Foster a positive and inclusive school culture where diversity is celebrated and every child feels valued and respected.
* Promote mental health and emotional wellbeing by developing strategies for managing emotions, building resilience and enhancing self-esteem.
* Develop healthy habits and lifestyles by providing information on healthy eating, physical activity and hygiene.
* Equip children with the skills to form positive relationships, communicate effectively and resolve conflicts peacefully.
* Provide age-appropriate education on topics such as relationships and sex education, drugs, alcohol and online safety.

Encourage children to explore and understand their rights and responsibilities as citizens and develop an appreciation for British values.

**Implementation**

At Stubbins, we follow a scheme of work from SCARF. We recognise the important of PSHE and we deliver a well-rounded program that meets the needs of our students. Units of work are sequential and allow children to build their skills and knowledge across a unit. Key skills are revisited with increasing complexity to ensure children are able to build on their previous learning.

There is a progression of skills and knowledge taught in each year group. Differentiation and scaffolding are used in all year groups to ensure all children have an opportunity to achieve objectives and enhance their learning.

PSHE is implemented throughout school with age-appropriate lessons to meet the needs of each year group. The topics covered throughout school are me and my relationships, valuing differences, keeping safe, rights and respect, being my best and growing and changing.

The curriculum is delivered using a variety of methods including discussions, debates, role-playing and studying real-life scenarios.

The three main themes taught in PSHE will be relationships, living in the wider world and health and wellbeing. These will be taught in the following topics:

* Me and my relationships. They will learn about a range of emotions and discuss how to deal with these. They will also learn about different relationships and understand that sometimes relationships may change and discuss ways to manage this. Children will also discuss bullying and think about how to deal with a bullying situation.
* Valuing differences. They will learn that everyone is unique and celebrate differences. They will think about communities and discuss who is important in their lives.
* Keeping safe. They will discuss how to stay safe in a range of environments including online. They will think about the people who help to keep them safe. The children will also discuss what it means to be assertive and will be aware of what they need to do if something makes them feel scared or unsafe.
* Rights and respect. They will discuss special people and things in their lives and think about how to look after these. They will discuss environmental issues and think about how everyone can make an impact. Money will also be discussed and discussions will be had on the importance of money and how to manage it wisely.
* Being my best. This topic focuses on staying healthy. The children will learn the importance of exercise, diet and sleep. They will think about what the body does and does not need. Basic first aid will also be covered.
* Growing and changing. In this topic the children discuss changes which may happen in their lives (moving house or moving school for example) and how to deal with this. The children will also be learning about how their body and emotions will change as they grow older.

The program will be regularly reviewed and evaluated to ensure it remains up to date, relevant and takes into account and changes to the curriculum or guidance.

**Impact**

Our curriculum is designed to enable PSHE to have a significant impact on the wellbeing of students at Stubbins Primary School and it will enable them to discuss their thoughts and feelings in a safe space without any concerns.

Unlike subjects with right or wrong answers, PSHE assessment often focuses on skills, attitudes, and personal development as well as knowledge. Teachers may use mind maps, discussions and quizzes in class but also observe children throughout the school day to see if what has been discussed in PSHE lessons in having an impact throughout school.

**Inclusion**

Adapting and scaffolding PSHE lessons for SEND pupils is essential to ensure that all learners can access and engage with the content. PSHE often deals with sensitive and personal topics, so lessons must be carefully planned with clear, supportive structures in place. One key strategy is the use of simple, clear language. Avoiding jargon and breaking down complex concepts into smaller, more manageable parts can help pupils better understand and process information. Visual supports, such as symbols, pictures, and videos, can also reinforce key ideas, making abstract topics more concrete.

Some more sensitive topics may need advanced warning for certain children depending on needs and backgrounds. This is down to teach judgement of their class as they know their students best.

Overall, PSHE lessons for SEND pupils should be flexible, inclusive, and personalised. Peer support, flexible groupings, and personalised success criteria can help create a supportive learning environment where all pupils feel valued and able to participate.

**Equality and Accessibility**

At Stubbins Primary School, the teaching of PSHE (Personal, Social, Health and Economic education) plays a key role in promoting British Values and understanding of the protected characteristics. Through our carefully planned PSHE curriculum, we ensure that all pupils develop the knowledge, skills, and attitudes they need to become respectful, responsible, and active members of society.

British Values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, are embedded throughout our PSHE lessons. Pupils are encouraged to explore these values through discussions, activities, and real-life examples, helping them to understand their rights and responsibilities within both the school and wider community. Opportunities such as class votes, debates, and participation in school councils provide practical experiences of democracy and decision-making, while lessons on rules, fairness, and justice support pupils in understanding the importance of the rule of law.

Our PSHE curriculum also explicitly addresses protected characteristics. We aim to create an inclusive environment where diversity is celebrated and pupils learn to value and respect differences. Through age-appropriate lessons, we challenge stereotypes, promote equality, and encourage pupils to recognise and stand against discrimination. This helps ensure that all children feel safe, respected, and valued, and are prepared to thrive in a diverse and modern Britain.

By embedding British Values and the teaching of protected characteristics into our PSHE provision, Stubbins Primary School supports pupils in developing a strong moral foundation, equipping them with the understanding and empathy needed to contribute positively to society

**Cross Curricular links**

 **English**:

* Discussing and debating moral issues through texts.
* Exploring characters' feelings, relationships, and choices.
* Writing persuasive letters or speeches on social topics.

 **Science**:

* Learning about the human body, health, and puberty.
* Understanding the effects of substances (e.g., drugs, alcohol).
* Environmental issues and sustainability.

 **History**:

* Understanding democracy and political systems through historical events.

 **Geography**:

* Exploring how environments affect people’s lives and wellbeing.

 **Computing**:

* Online safety, digital wellbeing, and cyberbullying.
* Responsible use of technology and social media.

 **Religious Education (RE)**:

* Respecting different beliefs, values, and cultures.
* Discussing moral and ethical issues from different perspectives.

 **Art/Design & Technology (DT)**:

* Expressing emotions and identity through creativity.

 **Physical Education (PE)**:

* Understanding the importance of physical health and teamwork.
* Promoting resilience, cooperation, and fair play.

**Links to Other Policies**

This subject policy links to the following policies and procedures:

* Curriculum policy
* Assessment policy
* Marking policy
* SEND policy