



# PSHE Policy

**St Anne's Fulshaw CE Primary School**  
**PSHE Policy**

Personal, social and health education (PSHE) provides children with the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. While pupils will bring different experiences and levels of knowledge and understanding to issues explored through PSHE education, it is vital that they make connections between their prior learning and their present and future real life experiences in order to develop and grow.

From September 2020, Relationships Education and Health Education both became statutory in Key Stages One and Two. At St Anne's Fulshaw CE Primary School we have also opted to include Relationships and Sex Education in our PHSE curriculum for children in upper Key Stage Two. Details of this are covered separately in our RSE Policy.

### **Aims**

We believe that high quality PSHE enables children to

- become healthier, more independent and more responsible members of society
- be able to play positive role in contributing to the life of the school and of the wider community
- develop their own sense of self-worth
- learn about both their rights and their responsibilities and about what it means to be a member of a diverse multicultural society
- understand how to maintain good physical and mental health
- develop the skills to recognise and maintain positive and nurturing relationships
- develop an informed and positive attitude to physical and emotional changes brought about by puberty and growing up

### **Curriculum opportunities**

We teach elements of PSHE in the EYFS as an integral part of topic work, linking experiences to the appropriate areas of learning and ELGs and securing good understanding within these areas of learning provides solid foundations for the Key Stage One and Two units that follow.

We use myHappyMind+ as a taught element of our curriculum to support and develop children's understanding of PSHE and to help them to develop strategies for maintaining positive emotional and mental health.

In Reception pupils learn through the different elements of the curriculum including:

- myHappyMind
- myHappyBody
- myHappyRelationships
- myHappyWorld

From Year 1 to Year 6, through PSHE, pupils learn within the three core areas:

- health and wellbeing
- relationships
- living in the wider world

Health and wellbeing units include:

- choosing healthy lifestyles (physical wellbeing)
- what it means to have good mental health
- their bodies – growing and changing
- keeping safe

- drugs, alcohol and tobacco

Relationship units include:

- families and close positive relationships
- friendships
- managing hurtful behaviour and bullying
- safe relationships
- respecting themselves and others

***In Year 6, through relationships and sex education, pupils learn about:***

- ***themselves as individuals and how they are growing and changing***
- ***physical and emotional changes that happen as puberty is approaching***
- ***the process of reproduction and birth as part of the human life cycle (including that there are ways to prevent a baby being made)***
- ***where to get more help and advice about growing, changing and puberty***
- ***new opportunities and responsibilities that increasing independence may bring***
- ***the promotion of personal safety and wellbeing***
- ***predicting, assessing and managing risk***
- ***peer pressure and consent***

Living in the wider world units include:

- about shared responsibilities
- what a community is and what it means to be part of one
- what constitutes media literacy and digital resilience
- about economic wellbeing (money)
- the importance of economic wellbeing – aspirations, work and careers

### **Teaching and Learning Approaches**

The PSHE curriculum is delivered throughout the school in a variety of ways including group work, collaborative learning, circle time, debate, discussion, role play and the use of outside agencies. Specific issues and challenging questions may be dealt with honesty and in age-appropriate ways as they occur. These may include bereavement, divorce, friendship issues and world affairs. Our personal knowledge of the children and their families allows us to recognise and deal with issues and challenges sensitively, as they arise.

All staff members are responsible for promoting the school's positive ethos and modelling desirable behaviours which support PSHE and related discussion where necessary. Learning through PSHE is further explored through assemblies, extra-curricular activities, the use of visitors, theme days, P4C and circle time, which all support the planned curriculum

### **SEND**

PSHE must be accessible for all pupils. High quality teaching and differentiated resources may be necessary to ensure that pupils with SEND can have access to the information necessary to support their knowledge, understanding and development. When teaching PSHE, teachers take into account the needs of all the children, their life experiences and any issues that need to be handled sensitively. As some pupils with SEND are more vulnerable to exploitation and abuse, it is vital that we offer a more tailored approach for them to ensure that they have the skills and understanding necessary to maintain personal wellbeing, to develop safe and positive relationships and the skills necessary to become fulfilled and positive adults.

### **Assessment**

Ongoing assessment of pupils' knowledge and understanding will take place through discussion, observation, questioning, written and drawn evidence, role play and art work. Assessment will be participatory, addressing progress in pupils' skills and actions as well as knowledge and understanding. Many of these skills may be assessed in context with other subjects.

Regular tracking of pupils' achievement against the PSHE end of key stage expectations will ensure that staff have a clear and up to date view of their achievement and any areas which may need further attention. We have the same high expectations of the quality of work in PSHE as we do in all other curriculum areas and achievement will be reported on in the same way.

Parents are informed of their child's progress through the school's usual reporting system. This may be in written reports or through face to face contact during Parents' Evening meetings.

The subject leader will monitor the quality of teaching and learning in PSHE, and pupils' achievement using the same methodology as in other subjects (observation, questioning, evidence, analysis of assessment data etc).

### **Monitoring and Review**

The AA Committee of the governing body monitors our PSHE Policy on regular basis (every three years).

Reviewed 23.06.25