Our motto ‘Only Our Best Will Do’ and ethos ‘It doesn’t matter where your starting point is, it’s where you finish that counts’ apply to all areas of the curriculum.

PSHE Policy

Date – September 2024

Reviewed – September 2026

Intent

At Albrighton Primary School and Nursery, we believe that a PSHE curriculum is essential in the education of all pupils. We understand that a high-quality PSHE education should enable our children to become happy, healthy, independent and responsible members of a society. Our PSHE curriculum will **equip pupils with knowledge** to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It will also provide them with the **skills** needed to live within the wider world, form healthy relationships, maintain a healthy lifestyle and keep safe. We believe that the knowledge and skills that intertwine within PSHE learning are vital in not only a child's education, but also in their wider life. As such, our PSHE curriculum will support our pupils to be prepared for the next stage in their young lives and to live responsibly in a modern, diverse world.

As a school, we are very lucky to have such a fabulous outdoor area to utilise. We use this creatively, alongside our strong community links to encourage our children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

The core of our PSHE lessons is the statutory RHE curriculum, which is supported by the PSHE Association guidance. The PSHE curriculum has been carefully planned and adapted in a logical progression to ensure that new knowledge and values build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. The sequence develops pupils' understanding of relationships and health skills over time; we use the strands Relationships, Living in the Wider World and Health and Wellbeing as the fundamental building blocks of our PSHE curriculum. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Planning and Delivery

In order to provide a coherent curriculum, every year group follows the progression document that outlines the key areas of PSHE which will be taught throughout the year. This ensures that adequate amount of time and coverage is allocated to each unit of learning. The Twinkl PSHE scheme of learning supports teachers to plan a sequence of progressive lessons over time. Lessons are adapted to the children being taught. Different year groups work on similar themes at the same time throughout the year, allowing for opportunities for cross-phase collaboration and key learning to be revisited within assemblies. Each lesson plan is supplemented with a wide range of resources, a lesson presentation, worksheets, picture cards etc. Teachers select and use resources to suit the lesson intention and the needs of their pupils. PSHE work is evidenced within floor books lessons which supports pupils to make connections between lessons as they refer back to previous learning.



Twinkl PSHE scheme of work is fully in line with the PSHE Association Programme of Study and meets the 2019 Draft Guidance for Statutory Relationships Education

PSHE Units

Term		Autumn		Spring		Summer	
PSHE Theme		Living In The Wider World		Relationships		Health & Well being	
Twinkl Unit	Cycle A	One World	Money Matters	Be Yourself	VIPs	It's My Body	Safety First
	Cycle B	Aiming High	Diverse Britain	TEAM	Digital Wellbeing	Growing Up	Think Positive

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more.

The EYFS curriculum

Throughout the Early Years Foundation Stage, children are taught PSED guided by the Early Learning Goals.

See Appendix 1 (Reception PSED document)

Assessment

Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.

Assessment results will impact on future teaching as well as supporting the identification of children requiring any additional support.

Comments on children's learning and progress in PSHE, will be reported to parents and carers via the annual school report.

Impact

Children will have developed the knowledge and skills to help them understand how to stay healthy, keep safe and be prepared for the challenges and responsibilities they will face growing up.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the PSHE curriculum but to prepare them to become competent learners and make responsible decisions in their secondary education and beyond.

We measure the impact of our PSHE curriculum through the following methods:

- Assessing children's understanding of the knowledge and linked vocabulary before and after the unit is taught.

- Formative assessment throughout lessons - questioning and AFL tasks to check knowledge and understanding.
- Opportunities to use knowledge in other contexts such as in literacy or RE.
- Interviewing pupils about their learning (pupil voice).
- Moderation staff meetings where pupils' work in floor books is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum

SEND Statement - Children with additional needs are included in whole class lessons, with teachers using adaptive teaching methods to enable children to access the learning. Adaptive teaching means that teachers adapt their teaching to make it appropriate for all students in their classroom so each and every child can access the learning and be successful in their learning. For PSHE this means that all children will receive quality first PSHE teaching in the classroom and lessons and resources will be adapted to suit the needs of all pupils. This might take the form of breaking the lesson up into smaller chunks, rephrasing questioning, using resources such as word banks, pre teaching or targeted support from the teacher and teaching assistant. Further methods of adaptive teaching in PSHE include: role play, using stories to make real life links; pupils who have first-hand experience of situations sharing their experiences.

No Outsiders

As part of our dedication to ensure children are prepared for life in modern Britain, and as part of our duty to teach the protected characteristics of the Equality Act 2010, we follow the No Outsiders scheme written and developed by Andrew Moffat. This teaches the protected characteristics under British law through the use of age-appropriate picture books from Year R-6. There are 5 picture books per year group which are shared and discussed.

See Appendix 2 - No Outsiders Core Texts document

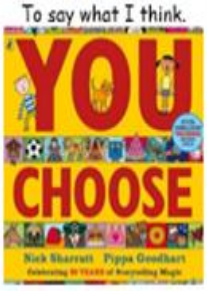
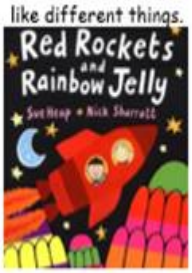
Useful documentation

This policy should be read in conjunction with the following:

- *EYFS policy*
- *Teaching and Learning Policy*
- *Skills and Knowledge Progression Documents*
- *RSE policy*

Appendix 1

Reception PSHE Units (PSED)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Super Me! This topic encourages children to recognise and celebrate their own abilities, differences and sense of self.	**How I feel** This topic encourages children to recognise their own emotions and talk about how they feel.	**Positive Relationships** This topic will help children to understand, build and maintain healthy relationships.	**Working Together** This topic helps children to develop the skills needed to successfully work with and get along with others.	**Me and My World** This topic will help children to understand the world in which they live and be an active part of the groups and communities they belong to.	**Reach for the Stars** This topic encourages children to aim high and identify their goals and aims as well as understand how they can achieve them.
No Outsiders: To say what I think. 	No Outsiders: To understand it's ok to like different things. 	No Outsiders: To make friends with someone different 	No Outsiders: To understand that all families are different 	No Outsiders: To celebrate my family 	

Throughout the year:

- Regular circle time, using key texts to support
- Discussing pastoral issues as they arise and working to resolve conflict
- Keeping safe
- Healthy eating and good oral hygiene
- Personal care and developing independence

Appendix 2

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what "discrimination" means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.