

Westerings Primary Academy

Subject Policy Document

'To inspire our inquisitive children to be creative, determined and resilient whilst embracing and enabling their individual ambitions.'

Subject Name: PSHE
Academic year - 2024 to 2025
Date updated: August 2024
Date to be reviewed: August 2025

Subject Specific Intent Statement:

'To **inspire** our children to be healthy, **ambitious** and **resilient** members of the community who know of ways to keep themselves safe.'

Mrs J. Galer (PSHE Lead)

Subject Rationale

In creating the PSHE intent statement, it was important to make a specific link with the whole school intent statement. Being ambitious and resilient are two key skills that are developed and encouraged through the PSHE curriculum at Westerings. PSHE also allows the freedom for the children to be creative and teaches them skills to support them in achieving their individual ambitions.

National Curriculum Statements for EYFS, KS1 and KS2

EYFS - [Development Matters](#)

KS1 and KS2 - [Personal, Social, Health and Economic Education - Guidance](#)

How PSHE/RSHE is taught across the school

The three key areas covered in PSHE are 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. These key areas are then broken down even further into the following topics:

Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

Relationships

- Respecting ourselves and others
- Safe relationships
- Families and friendships

Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work

These key areas and topics are covered in each group, with the skills progressing as the children move through the school. Individual year group planning should reflect this skills progression and show how learning is built upon from the previous year. Alongside this, teachers should adapt their planning to suit the needs of their class and use prior learning to gain an understanding of previous key skills that they have been taught. *'PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work'* (PSHE Association, 2019). Therefore it is important to teach our pupils these skills in discrete PSHE lessons and adapt the curriculum as necessary for each class.

All year groups start with the 'Relationships' topic. The children then move on to 'Living in the wider World' and 'Health and Wellbeing'.

Within the PSHE curriculum, Relationships and Sex Education (RSE) is also taught explicitly using 'The Christopher Winter Project' planning and resources to support teachers. This part of the PSHE curriculum is embedded into the progression of each group and builds upon children's prior knowledge as they enter each new year group. Other resources from the PSHE Association (Quality Assured) are also used in conjunction with this.

Subject leadership and monitoring

PSHE Subject Lead: Mrs J.Galer

In order for teachers to teach PSHE effectively, guidance and support are provided throughout the year, which follows the statutory guidance. PSHE Education continues to evolve and therefore it is important that all members of staff are kept up to date with any changes made to the curriculum. These changes often reflect what is happening around the world and current global issues that may need to be addressed. The [PSHE/RSE Progression Document](#) gives clear guidance on what teachers should deliver in each year group, as well as providing the ability to have the freedom to adapt the learning tasks for each individual class. The 'Can I' statements displayed on the progression document are used in lessons to ensure both the adults and children have a clear vision for each skill taught.

Reviews on this subject, including that of RSHE, are carried out termly. This enables the subject lead to monitor the delivery of PSHE lessons, ensure that all current guidance is adhered to and supports them in

creating new targets for the following term. These targets are often informed by pupil, staff and parents' views. It is important to also reflect on how the children have responded to each topic, especially topics that are of key priority e.g. Mental Health. This then allows the subject lead and staff to amend their planning and delivery as they see fit. The PSHE curriculum is also reviewed to ensure the schools safeguarding priorities are evident in the curriculum.

PSHE should be taught using the [PSHE Scheme of Work](#) and the [PSHE/RSE Progression Document](#) which follows guidance from the 'PSHE Association'. Staff should refer to the specific 'I know' statements on the progression document and then use the individual year group 'Programme Builders' to inform their lesson planning. Each medium term plan links to planning support on the 'PSHE Planning Toolkit'. The 'PSHE Programme Builder' outlines key skills and suggested resources for each topic in the PSHE curriculum.

Cross Curricular links

PSHE is introduced through other subjects at Westerings too and there is often an overlap between the different programmes of study.

PSHE and RE (Religious Education)

The key skills taught within the 'Relationships' topic in PSHE, also have clear links with the skills taught in Religious Education.

The subject specific skill in RE of 'Enquiring, Investigating and Interpreting' explores the relationships pupils have with others and how they as individuals respond to others feelings and points of view. Showing empathy towards their peers, family and members of the community also provides a link between the two subjects.

The subject specific skill of 'Identity and Expression' enables pupils to build on their own self belief and mental wellbeing - discovering who they are and want to be in the world.

The subject specific skill of 'Values and Commitments' links particularly closely to the PSHE topic of 'Living in the Wider World'. These topics and skills ensure the children are able to discuss the differences between right and wrong and explain why people follow moral codes and laws.

PSHE and English (Reading and Writing)

Within the English Curriculum, the reading material that pupils are exposed to is carefully planned to ensure there are strong links to current topics such as Mental Health, moral values and global affairs.

PSHE and Maths

Pupils will gain a strong understanding of the value of money and the important uses it has. This includes: understanding where money comes from; how to keep it safe; the important role it plays in people's lives and how to manage money effectively.

PSHE and Science

Pupils will have the opportunity to build upon their knowledge of how important it is to look after their local environment and the world they live in. They will learn how they each have a role to play in this and how important it is to work together on shared goals.

SMSC and British Values

PSHE and SMSC

The PSHE Curriculum is a particularly important aspect of the pupils SMSC development. It allows pupils to become healthy, independent and responsible members of society. They are given a range of opportunities to appreciate what it can mean to be a positive member of a multicultural society. We encourage our pupils to make a positive contribution to the life of the school and the wider community. At Westerings, we aim to develop the whole child so that they are equipped to take their place in society and make a difference to the world.

PSHE and British Values

Democracy

Pupils have the opportunity to experience the role of democracy in school through the School Council, Sports Council and other roles such as helping to run the WPA Nut Note Shop. Encouraging children to play an active part in school life is an important part of the curriculum and is evident in all three key areas.

The Rule of Law

Understanding their own rights and responsibilities provides a strong foundation for learning about the importance of rules and laws in society.

Individual Liberty

Through our school values, assemblies and the PSHE curriculum, pupils are taught about personal responsibility, personal choices, ambition and aspiration. Pupils are encouraged to follow their own interests and recognise what makes each of them unique. Expressing their own opinions is a skill that is taught throughout school too and the importance of being listened to too.

Mutual Respect

Throughout school life and within the PSHE curriculum, pupils are taught to respect each other, whilst being cooperative and working collaboratively. Raising awareness of particular charities and others in need also ensures the children are exposed to all aspects of life.

Tolerance of those with different faiths and beliefs, and for those without faith

Tolerance of different faiths and beliefs is strongly supported by the specific teaching in the Religious Education curriculum. Pupils are taught how to value the differences in themselves and others, whilst respecting equality and diversity in a range of relationships.

Resources overview

The resources to support the teaching of PSHE have been carefully selected to reflect the ever-changing nature of the curriculum. Using the PSHE Association and Christopher Winter Project means that resources are current, relevant and age appropriate. All members of the Senior Leadership team have access to the PSHE Association website which contains lots of extra resources that are updated regularly. This access can be used by all members in each phase group.

All resources for the teaching of PSHE can be found here. [PSHE Planning Resources](#). Extra resources can also be found in the PSHE Subject folder.

All resources for the teaching of RSE can be found here. [RSE Resources](#)

Resources are reviewed each academic year by the subject lead to ensure that they reflect the most current practice needed. This in turn means that teaching staff and pupils are using resources that are suited to their specific needs. The specific resources for RSE have been carefully selected to ensure that they are factual yet age appropriate for each year group. If staff require extra resources or help with finding them, they are able to ask for advice from the subject lead or make this evident on the PSHE staff questionnaire.

Inclusion and adaptive teaching

The children's progression is highlighted in the [PSHE/RSE Progression Document](#). This document clearly identifies how each key skill is built upon each year, whilst also giving pupils the opportunity to revisit previous learning. The teaching of PSHE is based a lot on reflective practice and teaching to the needs of specific individuals. Therefore, using pupil voice and a range of formative assessments, to enable teaching staff to adapt the curriculum to suit the needs of each class is vital. Differentiation plays a vital role in the teaching of PSHE and can be seen in many forms such as through questioning, discussions, resources and adaptive teaching.

Most able pupils have the opportunity to be extended further by encouraging them to reflect on their learning and the progress they have made. They are then supported to transfer what they have learned from one subject to another, as well as in a range of different life scenarios in the wider community. Pupils are also offered the opportunity to challenge the information they are offered. Their needs should be met through highly effective and responsive teaching

Home Learning

PSHE is reflected in the home learning tasks that are offered to families throughout their time at Westerings. Our Home Learning topic pages encourage families to take time to work collaboratively with their children on projects related to their topics. These are set termly or half termly by the teachers and either have an overarching PSHE theme or specific activities that link to the 3 key areas. The tasks encourage children to build upon relationships at home, explore healthy living, mental wellbeing and living in the wider world. Mental wellbeing is also represented on our school website where pupils and parents have the opportunity to access a range of resources to support them at home. These resources can be found here - [Health and Wellbeing Webpage](#).

Engagement with the local community and the Academy Council

The Governing body and Academy Council have been involved with the development of the RSHE curriculum at Westerings. The view of the curriculum updates have been shared with them and their feedback has been used to help tighten this aspect of the curriculum.

Links with the local community are vital to ensure that the children are able to practice the key life skills that they are being taught within the PSHE curriculum. Some examples of this are raising money for local charities, writing letters to the elderly in their local community and supporting specific organisations to help implement change.

Links to the Lift Values

The Trust (Lift) has been involved in supporting the development of the PSHE/RSE curriculum, as well as supporting each school to raise the awareness of the importance of these subjects. The Trust has kept us continuously updated on developments in these subjects, as new guidance is published. PSHE has explicit links to the LIFT values.