

Long Row Nursery and Primary School



PSHE Policy

Date policy last reviewed _____

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Introduction:

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Long Row Nursery and Primary School.

At Long Row Primary School, we believe an effective Personal, Social, Health and Economic education (PSHE) is essential for the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a PSHE programme which gives children the opportunity to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Children participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims:

The *PSHE Programme of Study* was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's children and is regularly updated to meet these changing needs. We follow a Derbyshire approved scheme, which we adapt and modify to meet the needs of our children.

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others • Understand and manage their feelings.
- Encourage and support the development of social skills and social awareness.
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works, and the rights and responsibilities involved
- Enable children to respect common humanity, diversity and differences

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty.
- Kindness.
- Trust.
- Responsibility.
- Friendship.
- Self-control.
- Empathy.
- Respect.
- Tolerance.

Relationships and Sex Education (RSE)

See the RSE Policy for further details of how we meet this responsibility.

Teaching and Learning and Curriculum coverage:

PSHE is vital in a child's education. At Long Row, we aim to provide high quality PSHE through explicit lessons and 'in the moment' teaching and discussions as needs arise. The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two-year cycle A and B, with EYFS covering the same units each year with their new children. We also include 'Special Days' to enhance the children's learning, including, but not limited to: Children in Need, Red Nose Day, Anti-Bullying Day, Pride in Belper and Internet Safety.

Early Years Foundation Stage

Children in Reception will follow the PSHE identified within the Early Years Foundation Stage Statutory Framework. They will also participate in specific dedicated PSHE lessons in line with the PSHE Matters Framework as part of our whole-school progression.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the

opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

All years EYFS to Year 6 Core Unit Focus per term:

Cycle B (2025-2026)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Safe and Responsible	Bullying Matters and Emotions	Relationships and Being Me	Diversity Matters	Being Healthy including Drug Education	Money Matters Enterprise and Transition
Year 1 – Year 6	Being Responsible	Being Me	Being Healthy	Exploring Emotions	Changes	Growing Up (includes Puberty for Years 3-6)
EYFS Extra						Parts of the body and privacy
Year 4 Extra						Girls only – introduction to periods
Year 5 Extra						Puberty
Year 6 extra				Plus: Wellbeing and resilience during SATs		Conception

Cycle A (2026-2027)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Safe and Responsible	Bullying Matters and Emotions	Relationships and Being Me	Diversity Matters	Being Healthy including Drug Education	Money Matters Enterprise and Transition
Year 1 – Year 6	Being Safe	Bullying Matters	Relationships	Diversity Matters	Drug Education	Money Matters and Transition
EYFS Extra						Parts of the body and privacy
Year 4 Extra						Girls only – introduction to periods
Year 5 Extra						Puberty
Year 6 Extra				Plus: Wellbeing and resilience during SATs		Puberty and conception

The units have been separated into half term, so each half term has a specific focus.

Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of specific children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage children to

understand how their choices and behaviours can affect others as well as themselves. The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the focus are given on the PSHE curriculum.

Planning and resources:

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider the following when planning a lesson:

- Establishing any ground rules such as respecting others' ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PSHE teaching strategies will incorporate varied activities such as:

* circle Time * group discussions * debate * role play
* co-operative tasks * creative writing * artwork * mind-mapping * Class
and group discussions * questioning * media such as videos / pictures

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach (for children with SEND) by a teacher or TA. Visiting professionals may provide talks/workshops to children. PSHE is also introduced and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Children are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Children may take part in school assemblies, be elected onto the School Council, become a mini-leader or i-venger (our Online Safety Heroes) and are encouraged to express their opinions. Children are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Break and lunchtimes

PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and social objectives.

Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours. The behaviour policy and use of buddies and mini leaders help to support this.

SEND:

Children with SEND have the same opportunities and access to learning as children without SEND and, if necessary, activities will be adapted or scaffolded and outcomes modified to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs, and this is taken into consideration when planning provision for children with SEND.

Assessment:

At Long Row, teachers integrate effective 'assessment for learning (AFL)' in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing children's understanding and application of the PSHE units. The work the children do will serve as a record for the units and pre and post activities show the learning and progression, either in the floor-book or in the children's individual topic books.

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session.
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning.
- Using self and peer assessment to involve children in understanding their own learning and next steps.
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more.

Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually.

Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all children to participate fully and

effectively, including boys and girls, children with diverse additional educational needs, and children from all social and cultural backgrounds.

Children are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit children's current attainment level, and care is taken that all learning is appropriate so that children can make progress and show what they can achieve.

In order to provide access to learning and to meet children's diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for children's who need additional support with communication, language and literacy. • Provide a multi-sensory approach using a variety of media.
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate.
- Use appropriate summative and formative assessment approaches to inform future learning.
- Set targets for learning and behaviour including taking steps to help children manage their own emotions as needed for individual target children.

Monitoring and Evaluation:

The Role of the Co-ordinator

At Long Row, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information
- Undertake an annual enquiry into any areas where staff may have concerns or requests

The Head Teacher and PSHE coordinator will review this policy yearly. Any amendments will be presented to the Governing body. A copy of the policy is available on the school's website and a paper copy is available upon request.

