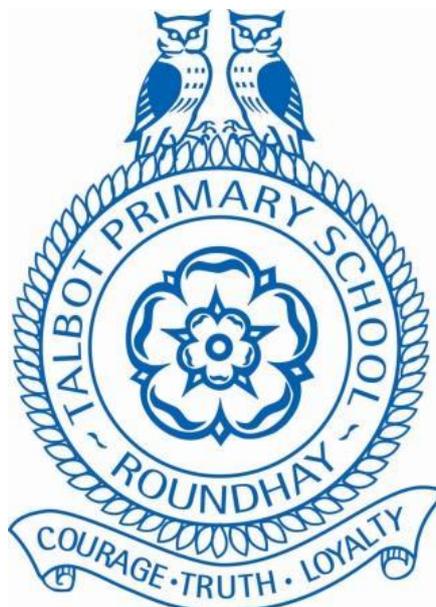


Talbot Primary School



Personal, Social and Health Education (PSHE) Policy

Reviewed/Revised: September 2023

Next review: September 2026

Office use:

Statutory	-
Web	-
Staff Notices	✓

Rationale

At Talbot Primary School, we want every child to have a strong sense of who they are, know what values are important to them, and understand how to treat others with respect. Our Personal, Social and Health Education (PSHE) programme equips children with the knowledge to achieve this, and it helps them to become emotionally resilient. PSHE underpins our teaching and learning approach and is an essential part of daily practise in school. This is reflected in the way staff conduct themselves, the way the children are taught, and how issues are resolved. There are also discrete PSHE lessons each week, following the “You, Me, PSHE” scheme of work. This comprehensive scheme ensures full coverage of both the National Curriculum objectives and the objectives set out in the PSHE Association scheme of work. The content covers a broad range of topics: ‘Identity, society and equality’, ‘Keeping safe and managing risk’, ‘Mental health and emotional wellbeing’, ‘Physical health and wellbeing’, ‘Drugs, alcohol and tobacco education’, ‘Financial capability and economic wellbeing’, and ‘Relationships Education (RSE)’. The long-term plans are made distinct by adapting lessons to ensure the content is relevant to our children and the wider community.

Mindmate lessons are also delivered each half-term at Talbot. These run alongside the “You, Me and PSHE” scheme and provide an additional focus on Social, Emotional and Mental Health education. Mindmate lessons promote positive, mental wellbeing and equip our children with the skills and knowledge to support them with issues they may face now and in the future. It also enables them to support others. The lessons are organised as a spiral curriculum, with six key themes being studied each year: feeling good and being me, family and friends, being the same and being different, life changes and transitions, strong emotions and solving problems. The revisiting of topics allows children to gradually deepen their understanding of these important issues. Goal-setting is another important element of our PSHE programme. Children are taught to set and review SMART targets on a half-termly basis. This enables children to consider their strengths and areas for development, and impacts positively on their sense of self-worth as they monitor their achievements. Our PSHE curriculum is further enhanced by initiatives such as Antbullying week, Road Safety Week and St John’s Ambulance lessons. These are informed by pupil voice where possible, to ensure they are relevant to our children’s needs. Each class presents their learning in a ‘Big Book of PSHE’, which includes quotes, photographs and activities. The books are on display in the corridors to be shared with other children, parents and visitors. By the time children leave Talbot, they will have a solid foundation for secondary school PSHE, and their future lives as safe, healthy, emotionally-aware citizens of Britain and the wider world.

Purpose

The purpose of this policy is to describe our practice in PSHE and the principles on which this is based.

Aims

Talbot Primary School is an inclusive, friendly community school, striving for excellence and enjoyment. Children will leave our school as kind, confident and resilient citizens with a passion for learning. The teaching and learning of PSHE helps realise this ambition. The policy for PSHE supports our three core values of “**Courage, Truth and Loyalty,**” which form the school motto. The policy also helps deliver the four areas outlined in our curriculum visual: be ready and able, get creative and get thinking, aim high, and invest in “you.” This policy focuses on the role of the Subject Leader, and it describes how the approach to PSHE is adapted to make it distinctive to Talbot Primary School.

Consultation

The policy was written by Katie Marsden, Subject Leader for PSHE, in consultation with:

- SLT
- Parents – PSHE and RSE market place event - May 2023
- Pupil Voice – discussions in October 2022 / June 2023
- Staff – direct feedback

Overall pedagogy for PSHE

Introduction

The Subject Leader for PSHE, ensures that the subject has a strong profile across school, and it is given the time and space it requires in the curriculum.

Organisation

In Early Years, PSHE is taught as Personal, Social and Emotional Development (PSED), putting the fundamental building blocks in place for this subject; the elements are self-regulation, exploring feelings, managing self and building relationships. From Year 1 to Year 6, PSHE is taught discretely in weekly class assembly sessions. Lessons follow the 'You, Me, PSHE' scheme, but are complemented by additional half-termly Goal Setting and Mindmate lessons, First Aid training and themed weeks, for example Anti-Bullying Week and Online Safety Week. Teachers are also encouraged to use circle time/small group discussions when class-specific issues occur. Our ongoing whole-school assembly also schedule focuses on British Values, protected characteristics, self-regulation/efficacy and consent. Where appropriate, we use visitors from external agencies or members of the community to further add to our PSHE provision, for example Leeds United Foundation: making responsible choices, NSPCC: speak out, stay safe.

Long term planning

The Subject Leader is responsible for ensuring that the National Curriculum objectives for PSHE are taught thoroughly and systematically over seven years, ensuring vertical progression of the core knowledge and skills. For example:

- 'Drug, alcohol and tobacco education' is taught annually from Year 1 to Year 6, as a spiral curriculum. It begins with 'what we put on our bodies' (e.g. sun cream) and builds up to topics on making informed choices, considering influences and weighing up risks as individuals. The prior knowledge that children gain, better prepares them for increasingly sophisticated ideas about more difficult issues.
- In the 'Identity, society and equality' strand, pupils begin by thinking about how we can work together in the classroom in Key Stage 1 and this develops into exploring democracy, stereotypes and human rights in Key Stage 2. The vertical progression is both challenging and directly relevant to our pupils now and in the future, because it will prepare them for their role as individuals both in high school and wider society.
- The 'Keeping Safe and Managing Risk' strand, begins by exploring what 'being safe' feels like and who keeps us safe and then develops each year, by exploring how children can be responsible for their own safety, how they can look out for others and how they can manage risks/difficult decisions that they may face as they get older.

The oversight of curriculum design, by the Subject Leader, also ensures that objectives have been adapted to match the needs and context of pupils at Talbot Primary School.

For example:

- The You, Me, PSHE scheme is used as a basis for the subject; the scheme and resources have been provided to teachers as a starting point, but these are adapted yearly to suit individual cohorts, e.g., where issues like stereotypes, family structure and/or gender identity might be particularly sensitive for an individual pupil, teachers adapt the content appropriately.
- MindMate resources are incorporated, but the resources are adapted to ensure that they are sensitive to children within our school and fit with our assembly schedules. This tailored approach makes the learning more meaningful.
- The content choices of Relationships Education fulfil the requirements of the National Curriculum, whilst ensuring that the needs of our children and parental views have been considered; through pupil interviews, our market-place event and parent questionnaires.

These schemes are recommended by the Local Authority's School Wellbeing Team, with whom the Subject Leader collaborates to ensure the curriculum is comprehensive and relevant for our pupils. The Long Term Plans are shared on the school website.

Medium term planning

Class teachers are responsible for planning the teaching and learning of subjects in their year groups. They work collaboratively, supporting the robustness of learning and consistency across parallel classes. The Subject Leader ensures standards remain high through monitoring of planning, observations, class PSHE book looks, assessment review and pupil interviews. The Medium-Term Plans for PSHE lessons are primarily based on the 'You, Me, PSHE' scheme' and Mindmate Lessons and are adapted to suit our school community. Teachers are encouraged to be selective regarding the activities and resources delivered to ensure they are both relevant and sensitive to the children's needs within their class. Due to the collaborative nature of PSHE lessons, written outcomes are presented as a 'Big Book of PSHE', which demonstrates how whole class, paired and individual work are all used to support children with the various aspects of their personal, social and emotional wellbeing.

Whole school teaching and learning approaches

Delivery and impact of learning in PSHE is fundamentally supported by the four whole-school, teaching and learning approaches, which underpin Talbot's unique teaching and learning philosophy. These are:

- Fostering a Growth Mindset approach to learning to develop learning characteristics
- Teaching through Metacognition, so pupils better understand the learning process
- Using Talk Matters strategies to ensure every child talks, in every lesson, thereby ensuring each pupil is an active learner who better retains what they are taught
- Vocabulary acquisition to build and develop pupils' mastery of subject specific language

Resources

The subject leader is responsible for ensuring that resources are adequate for delivering this subject successfully, including deep learning. Class teachers make the subject leader aware of any deficiencies in the resources they need. For PSHE, effective resourcing includes, but is not limited to, the class books, web-links provided in the medium-term plans, texts related to the topics, half-termly Mindmate and Goal-Setting lesson presentations provided for each year group, and resources provided for Anti-Bullying Week.

Assessment

Class teachers are responsible for the direct assessment of PSHE. The bedrock of sound assessment is formative techniques, which reveal pupils understanding and allow teachers to respond to needs immediately. Formative assessments also facilitate timely adaptations to the planning and delivery of PSHE. The use of baseline tasks and reflection sheets are used as a means of gauging children's initial knowledge, guiding the lesson structure and supporting pupil reflection on what they have learned or would still like to learn linked to each unit. Teachers assess pupils against the body of knowledge and skills they are expected to have learnt, in alignment with the National Curriculum, each term. The data for PSHE skills and knowledge is collected and analysed using Sonar. However, other aspects like emotional intelligence are captured in the school reports. Performance in lessons is the main way in which pupils are assessed; for example, through small group activities, discussions and role-plays. Quotes are recorded in the class book for each unit to evidence children's knowledge and progress. Personal and emotional strengths and needs are assessed and catered for on an on-going basis. School does not believe in grading this information, but information is shared through general communications on a day-to-day basis, e.g., at the school door, through parent/carer consultations and End of Year Reports.

Training

The subject leader is responsible for delivering CPD for PSHE. This is done through INSET, Staff Meetings and signposting resources and opportunities. Teachers are given delegated time to study subjects and learn more deeply about them. The SLT and Healthy Schools Team support the Subject Leader.

Special Educational Needs and Disabilities

All pupils are expected to make good progress and gain from learning about PSHE. Teachers are aware of the differing needs of individuals in their class. Children who have identified special needs are planned for carefully, with individual programmes drawn up by the class teacher in conjunction with the SENCO and parents where necessary. There is a shared expectation that children with additional needs are provided with the appropriate support to access challenging learning, enabling progress from their starting points. This includes, but is not limited to, pre-teach groups.

Equal opportunities

Talbot Primary School is an advocate of equal opportunities. Our values are set out in the Equal Opportunities Policy.

Monitoring and review

The Subject Leader for PSHE is responsible for implementing and monitoring this policy. This includes monitoring planning, interactive whiteboard slides and class PSHE books. Their work will be subject to annual review by the Headteacher, as part of the on-going Performance Management arrangements. The subject is also reviewed annually, by a named Governor; their findings are shared in subsequent Governor meeting, in the School Improvement Sub-Committee.

Other documents and appendices

- Overview of the PSHE Scheme

PSHE LTP – Talbot Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Week 1: First Aid – St John's Ambulance	Focusing on PSED	Emergencies and Calling for help	Bites and Stings	Asthma	Bleeding	Choking
Week 2: Mind Mate Lessons:	Feeling Good and Being Me Recognising feelings	Feeling Good and Being Me Celebrate strengths	Feeling Good and Being Me Goals and aspirations	Feeling Good and Being Me Intensity of feelings	Feeling Good and Being Me Self-belief	Feeling Good and Being Me Self-integrity
Week 3: Goal Setting Lessons	Introduce SMART targets, support children to set a sensible short-term goal.	Introduce SMART targets, support children to set a sensible short-term goal.	Recap SMART targets, goal setting, including steps to success.	Recap SMART targets, goal setting, including steps to success.	Recap SMART targets, goal setting, including steps to success and challenges they could face.	Recap SMART targets, goal setting, including steps to success and challenges they could face.
Week 4 – 7: You, me, PSHE	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Identity, society and equality Celebrating difference	Physical health and wellbeing What is important to me?	Physical health and wellbeing In the media	Identity, society and equality Human rights
Autumn 2 Week 1: Mind Mate Lessons:	Friends and family Recognise how others show feelings & know how to respond	Friends and family Recognising the impact of my behaviour on others	Friends and family Unkind behaviours	Friends and family Skills to maintain and keep positive relationships	Friends and family Unhealthy friendships and relationships	Friends and family Celebrating friendship
Week 2: Goal Setting Lessons	Review of autumn 1 goals (discuss further steps to to success or set new goal)	Review of autumn 1 goals (discuss further steps to to success or set new goal)	Review of autumn 1 goals (discuss further steps to to success or set new goal)	Review of autumn 1 goals (discuss further steps to to success or set new goal)	Review of autumn 1 goals (discuss further steps to to success or set new goal)	Review of autumn 1 goals (discuss further steps to to success or set new goal)
Week 3: Antibullying Week	Antibullying Week - assemblies and activities.					
Week 4 – 7: You, me, PSHE	Identity, society and equality Me and others	Identity, society and equality Belonging	Keeping safe and managing risk Bullying – see it, say it, stop it	Keeping safe and managing risk Playing safe	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk Keeping safe - out and about
Spring 1 Week 1: Mind Mate Lessons:	Life Changes Making new friends.	Life Changes Loss; Losing loved object/pet/person	Life Changes Life in KS2 – new routines and faces	Life Changes Positive and negative effects on emotional wellbeing	Life Changes Aspirations to manage change positively	Life Changes Moving on - changes to look forward to
Week 2: Goal Setting Lessons	Review of autumn 2 goals (discuss further steps to to success or set new goal)	Review of autumn 2 goals (discuss further steps to to success or set new goal)	Review of autumn 2 goals (discuss further steps to to success or set new goal)	Review of autumn 2 goals (discuss further steps to to success or set new goal)	Review of autumn 2 goals (discuss further steps to to success or set new goal)	Review of autumn 2 goals (discuss further steps to to success or set new goal)

February	Online safety week – assemblies and activities					
Week 3– 6: You, me, PSHE	Keeping safe and managing risk Feeling safe	Keeping safe and managing risk Indoors and outdoors	Physical health and wellbeing What helps me choose?	Identity, society and equality Democracy	Keeping safe and managing risk When things go wrong	Mental health and emotional wellbeing Healthy minds
Spring 2: Week 1: Mind Mate Lessons:	Strong Emotions Recognise what is fair/ unfair right/wrong	Strong Emotions Comfortable & uncomfortable feelings	Strong Emotions Introducing strong emotions, including anger	Strong Emotions Resisting pressure	Strong Emotions To know what mental health is	Strong Emotions Happiness / mental wellbeing
Week 2: Goal Setting Lessons	Review of spring 1 goals (discuss further steps to to success or set new goal)	Review of spring 1 goals (discuss further steps to to success or set new goal)	Review of spring 1 goals (discuss further steps to to success or set new goal)	Review of spring 1 goals (discuss further steps to to success or set new goal)	Review of spring 1 goals (discuss further steps to to success or set new goal)	Review of spring 1 goals (discuss further steps to to success or set new goal)
Week 3– 6: You, me, PSHE	Mental health and emotional wellbeing Feelings	Mental health and emotional wellbeing Friendship	Mental health and emotional wellbeing Strengths and challenges	Mental health and emotional wellbeing Dealing with feelings	Drug, alcohol and tobacco education Different influences	Drug, alcohol and tobacco education Weighing up risk
Summer 1: Week 1: Mind Mate Lessons: BV Link – R / T	Being the same and being different Celebrating differences	Being the same and being different Understanding empathy	Being the same and being different Differing opinions	Being the same and being different Know how actions affect themselves and others	Being the same and being different Stigma / stereotypes	Being the same and being different Body image / social media
Week 2: Goal Setting Lessons	Review of spring 2 goals (discuss further steps to to success or set new goal)	Review of spring 2 goals (discuss further steps to to success or set new goal)	Review of spring 2 goals (discuss further steps to to success or set new goal)	Review of spring 2 goals (discuss further steps to to success or set new goal)	Review of spring 2 goals (discuss further steps to to success or set new goal)	Review of spring 2 goals (discuss further steps to to success or set new goal)
Week 3– 6: You, me, PSHE	Drug, alcohol and tobacco education - MR What do we put into and on to bodies?	Drug, alcohol and tobacco education Medicines and me	Drug, alcohol and tobacco education Tobacco is a drug	Drug, alcohol and tobacco education Making choices	Relationship education Growing up and changing (puberty)	Relationship education Healthy relationships / How a baby is made
Summer 2: Week 1: Mind Mate Lessons:	Solving problems (and making it better) Setting goals and targets	Solving problems (and making it better) Not giving up / perseverance	Solving problems (and making it better) Dealing with difficult situations	Solving problems (and making it better) Coping with difficult situations	Solving problems (and making it better) Talking problems through – restorative justice	Solving problems (and making it better) Winning – what does it take?
Week 2: Goal Setting Lessons	Review of summer 1 goals/goals to end the school year with.	Review of summer 1 goals/goals to end the school year with.	Review of summer 1 goals/goals to end the school year with.	Review of summer 1 goals/goals to end the school year with.	Review of summer 1 goals/goals to end the school year with.	Review of summer 1 goals/goals when moving on to high school.
Week 3– 6: You, me, PSHE	Careers, financial capability and economic wellbeing My money	Relationship education Boys and girls, families	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Careers, financial capability and economic wellbeing Borrowing and earning money	Mental Health and Emotional wellbeing (linked to Mindmate DA module)	Relationship education FGM



The red flag demarcates lessons which link directly to safeguarding



The British flag demarcates lessons which link directly to British Values



The British flag demarcates lessons which link directly to Protected Characteristics

EYFS
(Nursery / Reception)

	Nursery (N1)	Nursery (N2)	Reception
Autumn LTP	<p>Building friendships and celebrating differences. Getting to know our key workers. Developing independence in toileting and self-care needs. Taking off and putting on socks and shoes in MP sessions. <u>Hygge circle time focus</u> exploring feelings: Happy, sad, scared</p>	<p>Building friendships and celebrating differences. Getting to know our key workers. Developing independence in toileting and self-care needs. Taking off and putting on socks and shoes in MP sessions. <u>Hygge circle time focus</u> exploring feelings: Happy, sad, scared</p>	<p>Relationships, respect and rules (understanding own feelings and those of others including significant adults). Developing independence in toileting and self-care needs. <u>Hygge circle time focus</u>: I am safe, I am important, I have many gifts and talents, I love trying new things, I try my hardest, I am helpful,</p>
Curriculum In Action	Children show increased confidence in the setting by playing alongside other children and begin to involve others in their play.	Recognise and identify when they and others feel happy, sad or scared.	Children respond effectively to their own feelings and emotions in the moment and those of others.
Antibullying Week (Autumn 2) - assemblies and activities.			
Spring LTP	<p>Setting goals and perseverance <u>Hygge circle time focus</u> exploring feelings: Angry, Calm, Love (colour monster)</p>	<p>Setting goals and perseverance <u>Hygge circle time focus</u> exploring feelings: Angry, Calm, Love (colour monster)</p>	<p>Conflict resolution, co-operation and choices (making good decisions and working together) <u>Hygge circle time focus</u> I am kind, I am a good listener, I am a good friend, I am calm, I am honest I am thankful.</p>
Curriculum In Action	Recognises big feelings and when they need help.	Recognise when they and others feel angry, calm and loved.	Children begin to resolve conflicts and negotiate mutual outcomes with their peers, with sensitive adult guidance.
Summer LTP	<p>Learning how to solve disagreements Transition and change – moving to N2 Reflection <u>Hygge circle time focus</u> exploring feelings: Nervous and excited.</p>	<p>Learning how to solve disagreements Transition and change – starting school Reflection <u>Hygge circle time focus</u> exploring feelings: Nervous and excited.</p>	<p>Confidence, co-operation and change (being independent and proud of ourselves, able to work well with others and feelings about moving on) Transition to year 1 activities <u>Hygge circle time focus</u> I am creative, I am thoughtful, I have great ideas, I am mindful, I think positively</p>
Curriculum in Action	Begin to show awareness of a wider range of emotions.	Recognise and name a range of emotions.	Be a mindful and respectful member of the school community