



**Personal, Social, Health and Economic (PSHE)  
Policy**

At Aldersbrook Primary School we believe in providing a successful learning culture, preparing our pupils for life.

### **Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance

This will be set out in a separate policy document.

### **Curriculum Aim**

A high-quality Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. Well planned PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers

### **Subject Intent**

At Aldersbrook, PSHE is cross-curricular, engaging and purposeful so that all pupils feel involved and confident in each of the topics and all the skills they are learning. Through our rich and diverse curriculum, we aim to create learners who are **independent** and challenged to develop their own thoughts, who are aware of British Values and their Personal, Social, Health and Economic responsibilities. The practical and debated nature of the subject can inspire a **curious** mind and help to create lifelong **independent** thinkers as well as encourage them to have the **confidence** to develop their own knowledge and skills.

The PSHE curriculum at Aldersbrook builds on previous knowledge and skills, allowing children to revisit topics in order to increase understanding and allow them to feel **confident** about moving on. Each unit is taken from a combination of Government recommendations and an understanding of what our diverse school needs to enable our children to make safe and informed decisions about their life. These skills and knowledge have them been split into learning objectives which follow on from each other in a progressive manner. At the beginning of each unit there is a section on previous learning which covers objectives from previous years. This enables teachers to pre-asses the knowledge and skills the children already have and plug any gaps if necessary. These recaps should ensure the children are confident when they are pushed on and curious to find out more.

### **Curriculum Coverage**

Our curriculum has been developed to cover key vulnerabilities which have been identified for our local area. These are:

- Obesity



PSHE lessons are to be planned and taught on a **weekly basis**. Where appropriate lessons should be cross-curricular. Each year will start with the unit on Emotional Wellbeing and will end with RSHE to support transition.

### **Teaching of PSHE**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Teaching styles consider the differing needs of pupils. A range of interactive teaching methods will be used such as: teacher input, presentation, drama, small and whole-group discussion and personal reflection.

Teachers will use the Seed, Stem and Soar approach to PSHE.

### **Dealing with sensitive issues**

Teachers need to be aware of issues arising from the teaching of PSHE. The following protocols for discussion will be employed.

- No teacher or child will have to answer a personal question
- No one will be forced to take part in a discussion
- Teachers may use their discretion in responding to questions and may say that the parent/carer is the appropriate person to answer that question

### **Confidentiality**

All children need to be informed that as a general rule, confidentiality will be maintained.

Where a member of staff is concerned that a child protection issue is arising the school's policy on child protection will be followed.

### **Resources**

The school will be using resources recommended by the SMSC lead, alongside other resources which have been recommended by the PSHE Association and other relevant organisations such as Young Minds, Samaritans.

### **Monitoring and Evaluation**

PSHE will be monitored and evaluated as all other subjects, in accordance with the school's Monitoring and Evaluation Policy. This includes lesson observations, planning, work scrutiny, and appraisal by senior staff on a scheduled basis. The use of resources and general teaching materials will also be monitored.

### **Parents and Community Link**

We aim to work in partnership with parents and our local community, and where possible involve them in delivering engaging and meaning lessons to the children.

### **Induction and Training Procedures**

Training for staff will be delivered through INSET and reflect the needs of the staff and their delivery of the lessons. This need will be monitored by the SMSC Leader and SLT.

