



PSHE Policy

September 2025

Signed (Chair of Trustees):	
Date:	September 2025
Date of Review:	September 2026

Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

Personal, social, health and economic education (PSHE)

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Aim

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE reflects the needs of pupils and equips them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE teaches drug education, financial education, relationship, sex and health education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.

Our PSHE curriculum helps children to develop the knowledge, skills and attributes they need to manage their lives now and in the future. It helps pupils to stay healthy, safe and prepared for life in modern Britain. It helps them to understand equality, discrimination, social moral, spiritual and cultural underpinning of British values.

We want our children to be able to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

How we teach PSHE

To ensure that our children develop holistically, we use a range of teaching and learning styles. Through the teaching of PSHE, we pay close and careful attention to children's mental, emotional and academic development, including their general wellbeing. We place an emphasis on active learning by including the children in discussions, drama and problem-solving activities. We organise classes in such a way that pupils are able to participate in activities to resolve conflicts or set agreed classroom rules of behaviour. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising or school council events. Children are also encouraged to learn as integral members of the school community, making decisions about school lunchtime menus, school events and after school clubs. We offer children the opportunity to hear visiting speakers from the community such as the fire brigade and police, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We recognise that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We use a variety of teaching and learning styles in lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer questions. We achieve this through a range of strategies, setting common tasks that are open-ended and can have a variety of

responses; setting tasks of increasing difficulty where not all children complete all tasks; grouping children by ability and setting variations of tasks for each group; providing a range of challenges with different resources; using additional adults to support the work of individual children or small groups. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities.

We teach PSHE in a variety of ways. In some instances, e.g. RSHE education, we teach PSHE as a discrete subject. Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in PSHE, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE, we teach some of the PSHE through our religious education lessons. We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We link PSHE to healthy relationships, strengthening children to recognise abuse and identify the characteristics of good/healthy friendships and relationships.

Each class teacher creates a resource plan for each lesson, ensuring children are equipped for the lesson, particularly the bottom 20%. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans, and often discusses them with the PSHE subject leader on an informal basis. We plan the topics in PSHE so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

PSHE Curriculum Planning

The composites and components taught are underpinned by the national curriculum for PSHE as the basis for our curriculum planning. We have tailored our curriculum to the local circumstances of our school, we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

Our PSHE curriculum planning is in three phases weekly, termly and yearly, broken into components that are coherent and cumulative with endpoints. Our yearly plan maps the PSHE topics studied in each term during each key stage. The PSHE subject leader works this out in conjunction with SLT and teaching colleagues in each year group. At times we arrange for the children to carry out a PSHE study independently. The PSHE subject leader reviews these plans on a regular basis.

The Foundation Stage

PSHE is taught in the Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are a part of the Foundation Stage of the National Curriculum, we relate the PSHE/development aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. PSHE makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through a range of activities.

Teaching PSHE to children with special educational needs

We teach PSHE to all children, whatever their ability. PSHE is a part of the school curriculum policy. This helps to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. The SEND Code of Practice outlines the entitlement of children with SEND including why it is important to make reasonable adjustments and give all children access to the curriculum. So, we teach PSHE to all children, whatever their ability. PSHE is a central part of the school curriculum policy. This helps to provide a broad and balanced education to all children.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors classroom organisation, intensive classroom support, teaching materials, teaching style, variation so that we can take some additional or different action to enable the child to learn more effectively and then catch-up. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE.

We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess the children's work in PSHE by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum expected standards. We record the attainment grades on Sims and pupil progress booklet, which is discussed with the senior leadership of the school. The class teachers keep evidence of the children's work in an e-portfolio or in physical folders. This demonstrates what the expected progression through the curriculum in PSHE in each key stage of the school. The information is used to plan future work pupils, to provide the basis for assessing the progress of the child and as part of the

child's annual report to parents. The information is also passed on to the next teacher at the end of the year.

Resources

Resourcing PSHE remains a key priority in delivering the subject as intended. We have a wide range of resources to support the teaching of PSHE across the school. All our classrooms have a range of basic resources, but we keep the more specialised equipment in the PSHE cupboards. Within each year group we have a set of atlases. In the library we have a good supply of PSHE topic books and access to the internet to support the children's individual research. We also have access to technological devices which the children use to gather weather data. We have half-termly review of the resources needed to plan ahead to ensure that weekly lessons are delivered with efficiency.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in PSHE. This is through half termly monitoring of teacher planning and children's' books. Pupil interviews, learning walks and summative assessments also contribute to the monitoring of the subject where data and feedback is then analysed to identify strengths and areas for development to address the following term. The PSHE subject leader is also responsible for supporting colleagues in the teaching of PSHE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The PSHE subject leader gives the senior leadership team a half termly report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE/ RSHE	Autumn	Being Me in My World & Celebrating difference	Being Me in My World & Celebrating difference	Being Me in My World & Celebrating difference	Being Me in My World & Celebrating difference	Being Me in My World & Celebrating difference	Being Me in My World & Celebrating difference
	Spring	Dreams and Goals & Healthy Me	Dreams and Goals & Healthy Me	Dreams and Goals & Healthy Me	Dreams and Goals & Healthy Me	Dreams and Goals & Healthy Me	Dreams and Goals & Healthy Me
	Summer	Relationships & Changing Me	Relationships & Changing Me	Relationships & Changing Me	Relationships & Changing Me	Relationships & Changing Me	Relationships & Changing Me