

Personal, social, health and economic (PSHE) education policy

Lubbins Park Primary Academy



Under parent consultation

Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- › Gain the knowledge and skills necessary to make safe and informed decisions
- › Understand how to stay healthy and active
- › Positively contribute to school life and life in the wider community
- › Develop an understanding of democracy and how to voice their views

Our PSHE curriculum is rooted in our ethos and values of being Loving, Proud, Passionate and Ambitious.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that 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
- › Pupils are expected to learn personal, social and emotional development (PSED) under the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on the school website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year group.

3.2 How we teach it

PSHE lessons take place weekly, throughout the school. We cover PSHE widely throughout the school, including school trips and visitors, assemblies, whole-school events, science, RE and My Happy Minds lessons. Our teachers deliver PSHE lessons throughout the school, with occasional external visitors, such as nurses and dentists. We use the Kapow scheme of work to plan and deliver our PSHE curriculum- all pupils are included and our PSHE lead works closely with our SENDCo to ensure all pupils needs are met.

Regular training and curriculum development ensures that controversial topics and/ or difficult questions from pupils are approached sensitively and that teachers do not let their personal beliefs and attitudes influence teaching. Teachers assess PSHE each lesson, following our school assessment policy. Progress is reported to parents and carers on parents' evenings and within pupils' end of year reports. Ongoing assessments in the early years enables teachers to assess whether or not a child has met the early learning goals set out in the EYFS statutory framework.

4. Roles and responsibilities

4.1 The board of trustees

The board of trustees will approve the PSHE policy and hold the head of academy to account for its implementation.

4.2 The head of academy

The head of academy is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

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

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored through:

planning checks, learning walks, book looks and pupil voice.

This policy will be reviewed by the head of academy every year. At every review, the policy will be approved by the board of trustees.

6. Links with other policies

This policy links to the following policies and procedures:

- › Relationships, sex and health education (RSHE) policy
- › Early Years Foundation Stage (EYFS) policy
- › Behaviour and relationships policy
- › Assessment policy
- › Teaching and Learning policy