



BIRCH COPSE PRIMARY SCHOOL
PSHE POLICY

This policy should be read in conjunction with the School's Teaching and Learning Policy, Curriculum Policy, Assessment Policy statement and the Relationship, Sex and Health Education (RSHE) policy.

INTENT

Learning is at the very heart of what we do at Birch Copse and our curriculum is a crucial aspect of this. We provide an outstanding curriculum, which is challenging, progressive and inspiring, allowing our children to achieve their full potential by maximising their learning so that they know more, remember more and understand more. Our Personal, Social, Health and Economic (PSHE) curriculum aims to be engaging and varied to ensure that children are given the opportunity to develop core social and emotional skills that allow them to make informed choices as they grow into young adults.

Build an awareness of the importance of physical health and mental wellbeing.

Through PSHE lessons, children learn about the importance of taking part in regular exercise, having a balanced diet, and getting enough sleep. By raising awareness of the importance of maintaining good physical health, children will develop healthy habits that can positively impact their lives. Building an awareness of mental wellbeing equips children with the knowledge that is needed to prioritise their mental and emotional health. Children are encouraged to discuss feelings and emotions which allows them to recognise the signs of poor mental health in themselves and others. Within this, children are taught to seek help and support when needed, a skill that is transferable into young adult life.

Understand the importance of developing and maintaining different forms of healthy relationships.

Across the PSHE curriculum, children are taught the importance of establishing healthy relationships in various aspects of their lives. Children are taught how to develop healthy connections with family members, friends, peers, and other members of society, allowing them to navigate through different situations in their life in a more positive way. As well as allowing children to discuss the importance of positive relationships, PSHE lessons teach them how to maintain these relationships, particularly through communication, empathy, and respect.

Form an awareness of how to be a good citizen, looking after yourself, others and the wider world.

At Birch Copse Primary School, we recognize that PSHE is essential in helping students understand their role in creating a better world, which is echoed in our citizen school values. Children play an active role in choosing charities to donate to for whole school events, which indicates good citizenship. Our PSHE curriculum provides students with opportunities to evaluate their own behaviour, as well as others, when it comes to looking after the wider world. Promoting self-awareness and empathy allows students to understand their rights and responsibilities as individuals and as members of the school and wider community. Environment Day highlights global issues such as climate change and sustainable living. By nurturing their understanding of the world, we inspire our students to become active and engaged citizens who are committed to creating positive change.

IMPLEMENTATION

The knowledge and skills that children will learn and develop within each unit of work are mapped throughout the school to ensure progression. Lessons are taught through a variety of activities, including: verbal discussions, written tasks, mind maps or spider diagrams, role-plays and other drama techniques (e.g. hot-seating and freeze frames) and responding to a scenario. Learning in PSHE is also documented through the use of floor books, where children are able to record their learning, views and opinions. This learning may also be evidenced in the form of worksheets, where appropriate.

The school curriculum will focus on the three core learning themes, each one with sub-themes; Physical Health and Mental Wellbeing, Relationships and Living in the Wider World (plus SRE for years 5 and 6).

No Outsiders resources are fully integrated into the PSHE curriculum and supports our commitment to promoting equality, respect and inclusion across the school. Through carefully selected, age-appropriate lessons and texts, pupils are encouraged to explore and celebrate diversity while developing understanding and empathy for others. The scheme links directly to the protected characteristics outlined in the Equality Act 2010 - including age, disability, gender reassignment, race, religion or belief, sex and sexual orientation. These themes are introduced through the use of picture books, in a sensitive and age-appropriate way, ensuring that learning is relevant to characters' experiences and is supportive of their own personal, social and emotional development. By embedding No Outsiders content within PSHE, we help pupils to recognise that difference is a positive part of modern British society and that everyone has the right to feel safe, valued and included.

The school's scheme of work and progression of skills also includes opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and schools key skills into the curriculum.

Children have access to key knowledge, language and meanings in order to understand PSHE to use across the wider curriculum.

Whole school, Key Stage and class assemblies can make a link to PSHE, British Values and SMSC.

Organisation

The PSHE curriculum at Birch Copse is taught using a combination of:

- Short (20 minute) sessions each week for approximately 30 weeks
- 6 No Outsiders sessions embedded into curriculum teaching, to promote inclusivity and acceptance
- 4 whole school themed days (School Values Day, E-Safety Day, British Values Day and Environment Day)
- Whole School assemblies
- Two longer sessions in Year 5 and 6 to deliver Sex Education

Planning

The subject leader provides teachers with the following documentation to guide their planning:

- Curriculum overview
- Progression grid

From this, class teachers produce medium term plans stating the learning objective and an overview of each lesson with what activity will be completed. Teachers endeavour to provide enough learning opportunities for all children to access the key messages provided in each lesson, offering support where required. They also consider where children may show prior knowledge of a topic and need opportunity for stretch and challenge, which may be through further questioning. Differentiation in PSHE also takes into account the fact that the personal situation of each child and young person may be different at the time of teaching.

Pupils' experiences

Pupils should be given experiences in developing a range of core skills in PSHE. These skills include their communication techniques, both with adults and their peers, their ability to sympathise and empathise, as well as their drama skills. It also helps them to understand and manage responsibly a wider range of

relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Links within PSHE and to other subjects

Where there is a natural link within PSHE or between PSHE and another subject, both within and between year groups, this should be part of the teacher's planning for that unit of work. The school's curriculum links document highlights where these links are. They help the children to make connections between and contextualise their learning.

Within Reception, knowledge and skills are mapped out through three early learning goals:

- Managing self
- Self-regulation
- Building relationships

From this, teachers have produced a long-term overview indicating when specific themes are taught across the year. This is broken down into weekly plans which show how PSED is taught both in an adult led approach and through child-initiated learning. Provision plans indicate clearly what this looks like in terms of activities across the environment.

IMPACT

Assessment, Record Keeping

Children's learning is assessed at the end of each PSHE session. Teachers make judgements to decide if a child is working towards, at or above based on the lesson's learning objective and through the use of assessment for learning. These results will be inputted into the Curriculum Tracking spreadsheet which gives an overall assessment for each of the core learning themes, judging the child to either be working towards, at or above age related expectations. This is reported to parents at the end of the school year.

Additionally, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular lesson. Such personal reflection in PSHE lessons is important, so ensuring children have time within the lessons to reflect on this, either privately or through discussion, is part of the assessment process. Assessing learning in PSHE, therefore, uses a combination of teacher assessment and pupil self- and peer assessment.

Assessment within Reception is made against the EYFS Framework indicating throughout the year the age band that the children are working at and reported on termly assessment grids which are shared with parents.

Monitoring and improving

To ensure that outcomes for children in PSHE are high and standards of teaching and learning across the school are high, the subject leader will conduct a detailed annual cycle of monitoring and improving. The monitoring activities include planning sampling, work sampling, pupil interviews, lesson observations and data analysis and culminates in a written report for Governors highlighting key strengths and areas for improvement. This report feeds into the Subject Leader Development Plan for the following year. For more detail, see the Subject Leadership Policy.

The PSHE subject leader will keep records of children's expected attainment (above, at and below) which will be reviewed each year. This can be used to benchmark and moderate children's attainment in PSHE at Birch Copse.

Equal Opportunities

At Birch Copse Primary school, every child will be given equal opportunity to follow the PSHE Curriculum irrespective of:

- whether or not they are disabled

- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

Inclusion

At Birch Copse Primary school, we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to their ability. We generally achieve this through careful differentiation of task as outlined earlier. However, children with Special Educational Needs or Disabilities may need additional differentiation or support and that will be provided to ensure they have access to the PSHE curriculum. Those identified as High Potential Learners in PSHE will be given opportunities to develop their skills.

Spiritual, moral, social and cultural development

At Birch Copse Primary school, we recognise that social, moral, spiritual and cultural development (SMSC) is central to the education of all pupils and permeates the whole curriculum and ethos of the school. In PSHE, examples of SMSC development include:

Social

- Using a range of social skills; educational visits; appreciating diverse viewpoints and respecting the opinions/views of others; participating, volunteering and cooperating; resolving conflict; engaging with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Moral

- Recognising right and wrong; respecting the law; understanding consequences; investigating moral and ethical issues; offering reasoned views.

Spiritual

- Exploring beliefs and experience; respecting faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; using imagination and creativity; reflecting.

Cultural

- Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understanding, accepting, respecting and celebrating diversity.

Role of the PSHE Subject Leader

The role of the subject leader at Birch Copse is defined in detail in our Subject Leadership Policy. We designate the Subject Leader's role under three broad headings:

Intent	Implementation	Impact
• Curriculum oversight ○ Policy ○ Curriculum documentation • Subject Development plan • Resources management	• Subject knowledge and pedagogy ○ Own ○ CPD for staff • Overseeing assessment ○ Subject moderation file • Promoting the subject	• Monitoring • Evaluating ○ Subject analysis

Responsible officer

PSHE Subject Leader

Date of last review: **July 2026**

Dates of amendments: 9th February 2010, November 2017, May 2021, October 2022, September 2023, January 2026, July 2026

Date of next review: **September 2026**