

**Personal Social Health and Economic Education policy**

**Summer 2025**

# Content and Rationale

This policy covers our school’s approach to teaching and learning in PSHE. It has been developed by the PSHE lead in consultation and Head Teacher along with all teaching staff, other school staff, parents, pupils, governors, members of the wider school community and other agencies. Consultation took the form of discussion in staff meeting, parents meeting and Governors meeting. Pupils have been involved in the creation of this policy through the use of pupil questionnaires.

## Aims and Objectives

*‘*We celebrate our diverse and inclusive community.’

**Our Core Values:**

* We are a learning community where everyone has the highest **aspirations**for ALL of the children of Cale Green.
* We are a strong and **resilient** school community where **kindness** and thought for others is at the heart of everything we do.
* We are a school at the **heart of its community** with happy children ‘**learning and living together’.**

At Cale Green, our vision ‘Learning and Living together’ underpins our PSHE curriculum. We develop an understanding of our similarities, differences, faiths and beliefs through a curriculum that embraces the ethos of our school, incorporating Modern British Values and the nine protected characteristics. Through a progressive curriculum that builds each year, children learn and grow into responsible and active citizens. They can manage their health and relationships with others, economic and emotional well-being, as well as the challenges growing up in a digital world brings. The Career Related Learning Strategy links closely with the PSHE curriculum ensuring that children have the highest aspirations and make connections between what they learn in the classroom and how it relates to the world of work. Children who can see the relationship between what they are learning and the possibilities it opens up for them in later life are likely to be far more motivated to achieve.

Regular check-ins and circle times ensure restorative approaches are embedded and the children have the chance to express and share their feelings. Our curriculum matrix begins in Nursery and progresses through to Year 6 covering age appropriate topics under key areas.

The values and ethos of Cale Green will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHE programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are supported.

Cale Green provides opportunities for children and young people to make real decisions about their lives, to take part in activities that stimulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

**Creating a Safe and Supportive Learning Environment**

This policy is informed by the school’s Safeguarding policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get the appropriate support by following the safeguarding protocol and dealing with any issues that arise appropriately.

**Entitlement and Equality of Opportunity**

At Cale Green, we promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision.

We promote diversity and inclusion and expect our pupils to show a high regard for the need of others in all they do. We will use PSHE education as a way of addressing both multi-cultural and gender issues ensuring equal opportunities for all. Teachers will support an anti-racist curriculum that demonstrates equality across our school.

We recognise the right for all pupils to have access to PSHE Education, which meets their needs. We will ensure pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Teaching Assistants and the Child and Family Support Worker work with individual pupils, where required, sometimes on a one-to-one basis.

It is the school’s policy not to withdraw pupils with special educational needs from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

# Intended Outcomes

Our PSHE programme recognises that young people will bring prior learning and real-life experiences to the classroom. Our PSHE programme of learning respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure relevance.

We provide PSHE through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

The PSHE programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a ‘healthy school’s’ climate and culture; and the pastoral system.

Cale Green is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as the facilitator.

# Learning and Teaching

**Principles and Methodology**

We will determine pupils’ prior knowledge / starting points by pre-processing work which may take the form of draw and write, mind mapping, circle times, careful questioning.

We will ensure pupils make connections between their learning and ‘real life’ behaviours by providing up to date learning, especially in ever changing areas such as Online Safety, also providing many ‘real life’ situations / scenarios for the children through drama activities. These such activities will also help keep a positive tone when sessions include discussions about risky behaviours.

Our approach follows the ‘tiered’ model as in all subjects: Quality First Teaching, additional support where necessary and further opportunities to broaden and deepen the children’s experiences.

**Planning and Timetabling**

# Foundation Stage

To ensure that all children are kept healthy and safe the Nursery and Reception classes follow the Early Years Foundation Stage curriculum.

One of the three prime areas particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive is personal, social and emotional development.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others. The Early Learning Goal is split into three sub sections; Self-Regulation; Managing Self and Building Relationships.

To achieve the Early Learning Goal (ELG), children need to demonstrate the following:

**ELG Self-Regulation**

* Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly;
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention when the teacher says, responding appropriately and show an ability to follow instructions involving several ideas.

**ELG Managing Self**

* Be confident to try out new activities and show independence, resilience and perseverance in the face of challenge;
* Explain the reasons for rules, know right from wrong and behave accordingly;
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG Building Relationships**

* Work and play co-operatively and take turns with other;
* Form positive attachments to adults and friendships with peers;
* Show sensitivity to their own and to others’ needs.

This prime area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others.

Where appropriate the children will use activities developed from the RSE Spiral Curriculum, Think Equal, Mood Monster resources. Weekly circles also take place.

# Key Stage 1 and 2

PSHE lessons are planned weekly. Current non-statutory guidelines for PSHE and Citizenship, as set out in the National Curriculum, will be met through the use of DATE (Drugs, Alcohol and Tobacco Education) SPIRAL curriculum, ABCD (Anti- Bullying resource) and School Linking Network resources as well as a wealth of other activities and cross-curricular links. Statutory RSE will be met through the teaching of Stockport’s RSE SPIRAL (Relationships and Sex Education), Christopher Winters Teaching RSE with confidence. Resources such as Real Love Rocks and LGBT resources from The Proud Trust will accompany this.

Each year group follows the PSHE Scheme of Work which blocks PSHE lessons into 4 nine-week units (to run alongside the 4-theme school year format). Within these 4 blocks, the National Curriculum learning objectives will be met by the use of the curriculum and support materials mentioned above.

The 4 main areas of learning are:

1. **Mutual Respect - Setting ground rules, exploring feelings and friendships** (using Circles and RSE SPIRAL curriculum resources)
2. **Democracy - The Rule of Law - Being an active citizen** (including work on Parliament, anti-bullying and homophobic bullying)
3. **Individual Liberty / Tolerance of those with different faiths and beliefs** (Internet safety, using the DATE curriculum and cyber / on-line safety)
4. **Keeping healthy** **and safety (**Healthy eating, physical activity, RSE and moving on).

**Teaching Responsibility and the use of visitors in the classroom**

The PSHE Programme is led by the subject leader, class teachers teach their own classes with the support of Teaching Assistants and support staff. Teachers will receive training and advise through staff meetings regular CPD and network meeting feedback.

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme, there is both learning prior to the visit and as follow-up to the visit.

**Assessment, recording and reporting**

As with any learning, the assessment of pupils’ personal, social and emotional development is important. It provides information, which indicates pupils’ progress and achievement and informs the development of the programme.

Pupils have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people’s self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

We will assess pupils learning and progression through the use of techniques such as draw, write, and mind mapping. Pupil voice from each class will be collected twice a year by the PSHE subject leader. We evidence pupil’s work through their books, pupil voice and class displays.

**Monitoring and evaluation**

The PSHE subject leader will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school’s monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

**Confidentiality and Handling Disclosures**

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school’s guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. Each class will set ground rules for their lessons when tackling sensitive subjects.

**Responding to Pupils Questions**

Pupils’ questions will be answered through the use of ‘Ask it Baskets’. By using ‘Ask it Baskets’ children can raise anonymous questions by writing them down rather than asking them in front of the class. This also allows time for the teacher to answer carefully and sensitively sometimes in a whole class situation or maybe speaking to children individually.

**Working with Parents and Carers**

At the beginning of each theme parents receive a PSHE newsletter, which provides a broad outline of the content to be covered in PSHE. The newsletter also details any notable activities / events and the strategies used in the classroom.

Parents and governors have been involved in the RSE curriculum implementation consultation.

Other policies contribute to the personal, social and emotional development of pupils:

* Relationships and Sex Education (RSE)
* Anti-bullying
* Child Protection
* Equality and Diversity
* EYFS policy
* Assessment
* Pupil Premium
* Anti-racism
* Teaching and learning

When and where appropriate parents are invited into school for PSHE Parent Forums on subjects such as Online Safety / Relationships and Health Education.

# Sarah Phillips

April 2025

Review date: July 2026