

Applecroft School



Personal, Social, Health & Economic Education (PSHE) Policy

Person Responsible:	PSHE Curriculum Leader
Review Cycle:	Annual
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Personal, Social, Health & Economic Education (PSHE)

Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

2) Our aims and objectives including breadth of study:

Using the objectives from both the Early Years Foundation Stage Statutory Framework and the National Curriculum as our base, it is our aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

3) PSHE Curriculum Intent:

At Applecroft School, our intention is to develop and implement a comprehensive PSHE curriculum that reflects the statutory guidance and meets the requirements outlined in the PSHE Association's programme of study. Our spiral curriculum ensures that key topics are revisited, enabling students to build upon prior knowledge and skills as they progress through their education.

To achieve our intent, we will:

1. **Create a Spiral Curriculum:** We will plan a PSHE curriculum that covers the statutory guidance and is fully mapped to the coded requirements of the PSHE Association's programme of study. This will ensure a cohesive and progressive approach to PSHE education.

2. **Foster Inclusivity and Challenge:** We are committed to providing an inclusive curriculum that challenges and supports all pupils. We will adopt adaptive teaching principles by setting ambitious

learning objectives while incorporating varying levels of support and resources scaffolded to assist lower attaining pupils. Where appropriate, we will provide differentiated instruction to these children, allowing them to fully engage with the curriculum and enabling them to develop essential life skills.

4) PSHE Curriculum Implementation:

To ensure the effective implementation of our PSHE curriculum, we will:

1. Provide Professional Development: We will designate a suitably trained PSHE Curriculum Leader who will support teachers in delivering high-quality PSHE education. Our school will offer ongoing professional development opportunities to enhance teachers' knowledge of PSHE subject matter and pedagogical strategies.

2. High-Quality PSHE Resources: We have invested in high-quality, editable PSHE resources from EC Publishing, a reputable company specialising in PSHE education. These resources have been carefully selected to align with our curriculum intent. They include comprehensive lesson plans that are mapped to British values and the PSHE Association codes. The lessons provided by EC Publishing are engaging, scaffolded, and incorporate assessment for learning opportunities. Additionally, the resources include progression documentation and learning journeys, ensuring a coherent and progressive learning experience for our students.

3. Support Literacy, Numeracy and Science Skills: Our PSHE curriculum will incorporate varied and well-planned activities that support the development of literacy, numeracy and science skills. This approach will reinforce the importance of these subjects and provide opportunities for students to apply their knowledge in real-life contexts, fostering a holistic understanding of PSHE.

4. Reduced Teacher Workload: The resources obtained from EC Publishing are designed to minimise teacher workload while maintaining a high-quality PSHE programme. The lesson plans, activities, and assessments provided by EC Publishing are well-structured, accessible, and editable, enabling our teachers to efficiently plan and deliver engaging lessons. This reduction in administrative burden allows our teachers to focus on providing meaningful and impactful learning experiences for our students.

5) PSHE Curriculum Impact:

The impact of our PSHE provision will be measured through the following:

1. Preparedness for Life: We will demonstrate that our PSHE curriculum prepares pupils for their future, enabling smooth transitions to secondary school and equipping them with the necessary skills for further education, employment or training.

2. Academic Performance: We will monitor and evaluate the impact of our PSHE curriculum on

academic performance. Research shows that well-delivered PSHE education can contribute to improved academic outcomes, particularly for disadvantaged children. We will strive to close attainment gaps and support the holistic development of these pupils.

3. **Student Well-being and Resilience:** Through our PSHE curriculum, we aim to enhance pupils' well-being, emotional resilience, and ability to make informed choices. We will regularly assess the impact of our provision on children's mental health, emotional literacy, and their ability to navigate challenges effectively.

4. **Review and Evaluation:** This policy will be reviewed annually to ensure its effectiveness and relevance. We will gather feedback from teachers, pupils, and parents to continually refine and improve our PSHE curriculum. Regular evaluation and reflection on the intent, implementation, and impact of our PSHE provision will inform future planning and enhance the overall quality of education at Applecroft.

6) Learning and Teaching Styles (include approaches for disadvantaged children including SEND):

Teachers plan with detail and attention to their individual children. Learners are supported with scaffolds where necessary to enable any individual needs to be supported. Challenge is provided where necessary to ensure that children are being given the opportunities to enrich their learning further.

7) How do we plan and organise our lessons?

In Nursery, learning objectives are mapped out for each half term from autumn to summer. The nursery teacher plans a carpet-time discussion session linked to a Personal, Social and Emotional Development (PSED) objective from the EYFS framework.

In Reception, we use the EC Primary Complete Reception PSHE package to support delivery of the EYFS framework and Development Matters guidance, with a focus on developing children's Personal, Social and Emotional Development (PSED) and Communication and Language skills. The lesson plans form part of a spiral curriculum, laying strong foundations for future learning in line with the DfE's Relationships and Health Education requirements.

Year 1-6: From Year 1 to Year 6, children are taught PSHE following the DfE Statutory Guidance and the PSHE Association's recommended thematic approach, covering Health and Wellbeing, Relationships Education, and Living in the Wider World. Lessons are designed to be engaging, accessible, and appropriately challenging, supporting all learners through a creative and well-structured curriculum.

Each lesson is divided into eight parts which act as the essential elements to each PSHE lesson. These parts are listed below:

An opening scenario - Lessons begin with a thought-provoking scenario, image, or question to engage pupils and prompt initial discussion around the theme.

Learning Objective - Each lesson begins with a clearly stated learning objective, helping children understand the focus of the session.

Ground Rules - Each lesson reinforces agreed class ground rules to ensure a safe, respectful environment where pupils feel confident sharing their thoughts.

Key terms - Key vocabulary is introduced at the start of the lesson to support understanding and enable accurate use of topic-specific language.

Main teach - This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Video or Information Sheet - Short videos or clearly presented information sheets provide accessible, age-appropriate content to support the main teaching and stimulate discussion.

Main Task - Children complete a structured activity or task designed to apply new learning, encourage critical thinking, and deepen understanding of the topic. This could be individual work, group tasks or paired work. At least 3 activities a half term will be differentiated into three colour-coded levels: **Challenge**, **More Challenging**, and **Mega Challenging**. This allows children to progress at their own pace, selecting or being guided to the appropriate level of challenge. It also supports self-assessment, enabling pupils to reflect on how well they met the learning objective. Teachers have flexibility and autonomy in deciding what their main task activity will look like.

Plenary - The lesson concludes with a reflective question or summary activity to consolidate learning and encourage personal reflection.

8) How do we make PSHE inclusive?

We teach PSHE as a whole-school approach to give all children across the school a sense of belonging and community whilst valuing each and every individual by praising an attitude or behaviour each week through our weekly achievement assemblies, bringing the whole school together and celebrating every child's contribution to the 'Applecroft Family'.

EC publishing is written as a universal core curriculum for all children. Inclusivity is part of its philosophy. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that a class mission statement is written and agreed at the beginning of the year and is reinforced in every lesson alongside the ground rules revisited at the beginning of each lesson.

9) Contribution of the PSHE to teaching in other curriculum areas:

Sex Education

The Personal, social, health and economic education DfE Guidance 2021 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and

emotional maturity of the pupils'. It is compulsory for all maintained schools to teach the parts of sex education that fall under the National Curriculum for Science which must be taught to all pupils of primary and secondary age (*National CURRICULUM, 2013*).

We believe children should understand the facts about human reproduction before they leave primary school so we teach this alongside our Science curriculum, progressing from labelling body parts in KS1, to understanding the lifecycle of a human from conception to adulthood. We define Sex Education as understanding human reproduction and we intend to teach this in a calm and controlled classroom setting. Puberty is taught as a statutory requirement of Health Education and is covered by our PSHE scheme of work in the Health and Well Being units. We conclude that Sex Education refers to human reproduction and therefore inform parents of their right to request their child to be withdrawn from explicit teaching sessions that include this information. Please find more information on our [PSHE](#) page on the Applecroft website, including content videos and parental withdrawal rights.

Health Education

Health Education in primary schools covers: 'Mental wellbeing', 'Internet safety and harm', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'. The National Curriculum states 'all pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body'.

10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in PSHE?

Central to the ethos of PSHE is the belief that we are all unique and that should be celebrated and enjoyed. World events have highlighted issues where this belief in equality may either not be shared or perhaps not passed on to our young people explicitly.

We promote and discreetly teach British Values, respect for all and value every individual. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

11) How do children record their work?

In EYFS their PSED curriculum is mainly discussion. When appropriate teachers and staff will record evidence in the form of quotes or photographs on Tapestry. In Year 1 children use whole class books to record their work and discussion. In Year 2-6 record their thoughts/reflections into their PSHE book where they can also refer to their previous learning.

12) How do we use feedback to support children's progress?

As children are introduced to thought provoking topics, they are presented with a variety of views and beliefs. The class teacher will provide unbiased feedback within whole class discussion. They will ask questions to guide the pupil to form their own, informed opinion, taking into account that

others have the right to a different opinion. The pupils' personal reflection made in their PSHE book will be viewed by the teacher in the same manner - as unbiased feedback. The feedback will provide an understanding of the pupils' viewpoint.

Both formal and informal RSE questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead and/or Deputies if they are concerned/where relevant.

13) How do we assess and report children's progress and attainment in PSHE?

Assessment in PSHE is both formative and summative, designed to monitor and support pupils' personal development. Each lesson is structured around clear learning objectives, enabling teachers to assess progress and adapt future planning accordingly. Activities are included in each lesson to give children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age-appropriate manner. This approach encourages reflection, supports self-awareness, and informs ongoing teaching strategies.

14) How do we set Home Learning?

We do not set specific PSHE Home Learning tasks weekly although they may be set occasionally. However, we do encourage the children to share any achievements with the adults in school, to celebrate the successes of all children from activities both in and out of school.

15) How do we monitor PSHE across the school?

The monitoring of PSHE is the responsibility of the PSHE Curriculum Leader in line with the school's expectations of Curriculum Leadership. Every year group's planning will be monitored along with collecting pupil and staff voice, work sampling and observation of lessons.

16) How is PSHE resourced?

PSHE is resourced through our subscription to EC Publishing, which provides us with comprehensive lesson plans, worksheets, and information sheets. This subscription ensures that we have access to high-quality, structured resources that are carefully designed to meet the PSHE curriculum requirements. These materials are used to support and enhance our teaching, offering both teachers and students clear, engaging content for each lesson.

17) How do we involve parents and carers in PSHE learning?

The government guidance on ['Parental Engagement on Relationships Education' \(DfE 2019\)](#), emphasises the importance of schools working in partnership with parents and carers. There are key moments in the academic year when the parents are informed about RSE including at the beginning of the year and ahead of the summer term when parents are informed about the focus

of Sex Education and puberty content coming up. In addition, our website contains information and resources on both the PSHE and RSE curriculum at Applecroft School. Within these communications, we outline the parents/carers' rights of withdrawal as directed by the DfE Guidance. The PSHE curriculum leader sends letters asking for parents and carers support with the delivery of our curriculum. Objectives have been given for each year group and the skills or jobs that would benefit that unit. The letters will also go out to parents and carers before the spring and summer units to invite parents or carers in to support the upcoming themes.

18) How are the Board of Trustees involved?

The Board of Trustees monitors this policy on an annual basis and makes recommendations if it needs modification.

The curriculum leader also meets with the SMSC & Wellbeing Faculty stakeholders once a term. They are made aware of any updates in PSHE and offer ways in which they can support the subject and organise dates to shadow any subject monitoring to deepen their understanding of the subject.

The Curriculum & Assessment Committee gives serious consideration to any comments from parents/carers about the PSHE and RSE curriculum provided at Applecroft. Trustees work alongside school leaders to ensure the curriculum is effective for all pupils at the school.

Appendices

[Personal, Social, Health and Economic \(PSHE\) Education Government Guidance](#)

[Relationships Education, Relationships and Sex Education \(RSE\), and Health](#)

[Education](#)