

## **Meridian Primaries - Personal, Social and Health Education (PSHE) 2024-2026**

### **Introduction to the subject**

**PSHE is at the core of everything we teach, where the health and wellbeing of children and of the whole school community are actively promoted. PSHE has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.**

### **1 Aims and objectives**

The aims of personal, social and health education (PSHE) is to enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. As part of British values, we teach them about rights and responsibilities and to appreciate what it means to be a positive member of a diverse multicultural society through acceptance, tolerance and understanding.

### **2 Teaching and learning style**

We use a range of teaching and learning styles. We teach PSHE from the Cambridgeshire PSHE Service Primary Scheme of Work, and additional resourcing from the PSHE Association, for a minimum of 6 hours every term. In Reception year we call PSHE 'Personal, Social and Emotional Development (PSED). PSED plays a central role in the Early Years Foundation Stage Profile and is engrained throughout the curriculum. A child's PSED score at the end of the reception year contributes to their GLD. We place an emphasis on active learning by including the children in discussions, drama activities and problem-solving situations. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. school council, eco-council. All children participate in establishing a whole class set of ground rules. When possible, we offer children the opportunity to hear from visiting speakers, such as the school nurse, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **3 PSHE curriculum planning**

We have embedded the statutory guidance for Relationships and Sex Education and Health into our PSHE cycles and ensure that children are taught all of the statutory aspects of the subject throughout the primary years. We follow a rolling two-year planning cycle (except for Reception which is one year) which incorporate the major themes from the Cambridgeshire Primary PSHE units:

Myself and My Relationships,  
Healthy and Safer Lifestyles,  
Citizenship.

**4 Cross curricular links**

Some of the time we introduce PSHE through other subjects such as financial awareness in Mathematics and through the exploration of stories and poems in English. We teach some aspects of the PSHE objectives through our Worldviews lessons.

We also develop PSHE through activities and whole-school events such as E-Safety awareness, Healthy Eating and Lifestyles and Anti-Bullying weeks. We offer a residential visit during the children's primary school journey, where there is a particular focus on developing pupils' self-esteem and providing them with opportunities to develop leadership, co-operative skills and resilience.

**5 Opportunities for Social, Moral, Spiritual, Cultural (SMSC)**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. Opportunities for this are planned in the curriculum within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Creative strategies are used to ensure challenging questions are given to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts. This is reflected in planning.

**6 Equal Opportunities; Inclusion**

At our schools we teach to all children, we tailor learning to all abilities and take account of individual needs. This accords with the schools' curriculum policy of providing a broad, balanced and inclusive education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, transient learners and those learning English as an additional language. Adaption in the planning and variety in the teaching of the PSHE schemes of work enables pupils to access the curriculum at the appropriate level, encouraging continued learning and progression.

Individualised and group interventions are implemented to support those learners with specific recognised needs.

## **7 British Values**

We value the teaching of British Values across our schools. These include

The Rule of Law

Democracy

Individual Liberty

Mutual respect

Tolerance

We place a high importance in children learning and understanding about Britain and what makes us special. We model the British Values and expect all staff and children in our schools to do the same. We seek opportunities to embed the principles behind the values into our everyday teaching and learning through literature, events (such as elections) and visitors in our school community.

We support a range of personal and cultural identities amongst pupils, staff and parents, including the traveller community, mixed or dual identities such as Black British or British Muslim. We enjoy a sense of international understanding and the importance of being a global citizen.

We teach concepts of discrimination, prejudice, exclusion, harassment, tolerance, responsibilities, rights, justice and injustice so that pupils learn to protect the equal human rights of others. We train our staff to fully understand the protected characteristics and ensure that we support our children and their families around this.

## **8 Assessment**

In Early Years Foundation Stage PSHE is assessed formatively throughout the against age related expectations. At the end of the year, children are formally assessed against the Early Learning Goal at emerging, expected or exceeding.

In Key Stages 1 and 2 pupils are formatively assessed throughout the year and summative assessments developed at the end of every unit against the goals working below, working towards, working at and working at greater depth. In some units, where appropriate, pupils' self - assess their knowledge and understanding of the subject area.

Achievements in PSHE are reported to parents each year within the child's end of year report.

## **9 Monitoring and review**

The PSHE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support

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colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in our schools. The subject leaders are also responsible for updating and reviewing the School Development Plan (SDP) indicating areas of achievement and future aims. Regular meetings are organised between our PSHE leaders and with the PSHE Service Consultant to identify and review areas of development. We use pupil voice and the Health-Related Behaviour Survey (Years 5 and 6) to ensure that the key messages are understood and followed by children in our schools.

This policy is to be reviewed on a two-year cycle.

**Signed: Meridian Primary PSHE Subject Leaders**

**Date: December 2024**