



# Queen Eleanor's C of E Junior School

## PSHE Policy



		Owner
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## **1. Purpose of the Policy**

At Queen Eleanor's Junior School, we are committed to, 'Offering a loving, welcoming and respectful environment that celebrates children and families of all faiths and none; providing an oasis of green space that supports physical, mental and spiritual wellbeing; valuing a rich and growing diversity, enabling all children to have a voice and become global citizens; nurturing curiosity and enabling children to thrive and achieve academically.'

This policy outlines the way in which Physical, Social, Health and Economic Education (PSHE) is taught across the year groups within Key Stage Two, the principles that underpin it and its links to the whole school ethos.

## **2. What is PSHE Education?**

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development.

**National PSHE CPD Programme, 2015.**

## **3. Aims of PSHE Education**

- To provide pupils with the knowledge, understanding, attitudes, values and skills they will need to reach their potential as individuals and within the community;
- To encourage participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities;
- To be able to recognise and appreciate their own worth, develop skills that enable them to work well with others and become increasingly responsible for their own learning;
- To be able to reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- To understand and respect diversity and differences in order to form fulfilling relationships which are an essential part of life and learning.

#### **4. Learning Outcomes for PSHE**

**By the end of Key Stage 2, pupils will be able to:**

- Recognise what they are good at;
- Set themselves goals;
- Identify strategies to cope with change and transition;
- Recognise and respond to feelings in others;
- Solve disputes and conflicts amongst peers;
- Talk about different types of relationships;
- Recognise and respond to bullying;
- Listen and respond effectively to people;
- Challenge stereotypes;
- Discuss and debate health and wellbeing issues.

**By the end of Key Stage 2, pupils will know and understand:**

- What makes a balanced diet;
- What makes a balanced lifestyle;
- What positively and negatively affects health;
- Risks and effects of drugs;
- Changes during puberty;
- Human reproduction (non-statutory);
- How to keep safe in the local area;
- Strategies for managing personal safety;
- Rights to protect their body;
- What a healthy relationship looks like;
- That actions have consequences;
- Human rights and the rights of a child;
- Different rights, responsibilities and duties;
- Sustainability of the environment across the world;
- Managing money and the terms tax, interest, loan, saving and budgeting;
- The importance of finance in people's lives.

#### **5. PSHE within the school**

PSHE takes a whole school approach and is led to prioritise and address mental health and wellbeing. Aspects of PSHE can be observed through the embedding of our school's values: honesty, trust, kindness and respect. Themes related to these values often feature in adult led assemblies and information evenings with parents. Our residential experiences make an important contribution to the pupils' personal, social and emotional development. PSHE as a

stand-alone subject also helps to embed the school aims, values, SMSC (spiritual, moral, social and cultural development) and safeguarding principles.

### **6. The content and organisation of Queen Eleanor's PSHE curriculum**

At Queen Eleanor's, the PSHE curriculum covers a number of areas:

- Healthy lifestyles
- Growing and changing
- Keeping safe
- Feelings and emotions
- Healthy relationships
- Valuing difference
- Rights and responsibilities
- Environment and money

Even though PSHE is divided into these categories, themes often cross over. For example, 'keeping safe' features in most of these categories e.g. personal safety online, financial safety, safety linked to medicines and drugs, good hygiene practices etc. This reflects the way in which knowledge, understanding and skills will be used and transferred in many aspects of life now and in the future.

The PSHE curriculum is organised as a spiral curriculum – this ensures that topics are delivered in an age appropriate way and that knowledge, understanding and skills continuously develop throughout the pupils' time at Queen Eleanor's. Year on year, pupils should be expanding and developing their use of emotional language and strategies to cope with feelings, understanding what risk and choice is and where they can safely seek help.

This is our planned PSHE provision but the topics may be expanded or shortened depending on the needs of the pupils. Other topics may be added if the teacher or pupils identify a need or provision may be further planned in response to topical or unforeseen events that impact on pupils' lives. PSHE education is timetabled and discreetly taught on a weekly basis in each class by the class teacher.

### **7. Teaching and learning methods**

A variety of teaching and learning strategies which take into account pupils' age, development, understanding and needs are used to deliver PSHE. Pupils will work in a safe, secure climate in order to be able to explore their own and others' attitudes and values. Teachers and staff are sensitive to pupil and family backgrounds and give consideration to these issues when planning lessons.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will be used during PSHE

lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class but should the need arise, questions may be answered on an individual basis. Professional judgement will be applied here and will adhere to safeguarding procedures.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning using a number of approaches:

- The effective use of PSHE ground rules (respect, openness, confidentiality and kindness)
- The development of a trusting relationship between the teacher and the pupils
- Collaborative work
- Opportunities for reflections
- Challenge within a safe environment
- Respect for other contributions
- Negotiation
- Building on current experience

#### **8. The use of external visitors**

Some year groups invite visitors with specialist knowledge or expertise to enhance the PSHE provision. The class teacher will be present during these sessions, taking on a given role, supporting with classroom management or observing. The delivery of the PSHE curriculum, safeguarding and ensuring that PSHE ground rules are in place remain the responsibility of the teacher.

#### **9. Monitoring and Evaluation**

The PSHE leader will monitor the delivery of PSHE through observation, planning scrutiny, work sampling, learning walks and discussions with teaching staff and pupils to ensure consistent and coherent provision.

#### **10. Assessment**

Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils. Assessment in PSHE allows pupils to be clear about strengths and areas for improvement in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be improved. Teachers will use formative assessment throughout the topics and general pupil observations to assess which skills need developing further.