

PSHE Policy

Status	Non - statutory
Review cycle	Every 2 years
Date written/last reviewed	November 2025
Date of next review	November 2027
Name of Headteacher	Jo Wreford
Name of Chair of Governors	Christina Powell
Published on website	Yes

INTENT

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent, responsible members of society. Pupils are provided with the knowledge, understanding, attitudes, values and skills they need to reach their full potential. Pupils are encouraged to play a positive role in contributing to the life of the school and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They are taught how society is organised and governed and experience the process of democracy in school through the school council. Additionally, we teach them about rights and responsibilities and they learn to appreciate what it means to be a positive member of a multicultural society.

Links to our school intent

Language

- Vocabulary is carefully selected for each unit and included on the planning documents
- Spoken language and discussion is threaded throughout PSHE teaching
- Children are encouraged to articulate their thoughts, feelings and experiences with each other respectfully.

Memory

- Making connections to other subjects and to the children's own lives encourages memories to be stored
- The PSHE curriculum is cyclical, allowing room for repeated messages and themes.

Wellbeing

- PSHE explicitly supports pupil wellbeing by teaching children how to get to know themselves, manage and understand their emotions and manage and understand their interactions with others.
- The PSHE curriculum educates the children about the impact of excessive screen time on their wellbeing, and empowers them to take control of this.

IMPLEMENTATION

Our PSHE curriculum has three strands, which are taught for a term each:

1. Well-being (self)

Understanding and managing emotions, understanding that a range of emotions is normal, self-esteem and what can affect that, taking care of yourself (personal care and care for others), understanding mental health and anxiety, exploring resilience, belonging, identity.

2. Relationships (others)

Friendships, families, boundaries, consent, online behaviours and relationships.

3. Mindfulness

The Present (3-12) (taught by our Mental Health Lead: Mrs Chapman)

The Present is a spiral curriculum for children aged 3-12 and the adults working with them, developed by a school teacher (Tabitha Sawyer), a neuroscientist (Dusana Dorjee) and a mindfulness teacher/trainer (Sarah Silverton).

The learning is introduced through neuroscience stories, activities, exercises and practices, with an emphasis is on living more mindfully than learning to meditate; being more mindful rather than doing mindfulness. The learning can be woven through all aspects of life in school, including opportunities to offer it within teaching regular lessons, so designed for teachers within schools to deliver (although visiting teachers can also offer this curriculum as it is first introduced into a school).

The curriculum offers a clear programme to deliver (seven themes and four opportunities) at school with lots of "getting started" content in the materials, but there is encouragement for teachers and children to be creative and tailor the programme to suit the situation and context. The programme can easily be continued beyond the initial 14 weeks.

The learning builds children's resources (e.g., resilience, self-care/self-management, focus, decision-making and connection). It invites children to practice mindfulness in school, at home and in other areas of their lives, supporting them to flourish and manage difficulties more skilfully.

School Values lessons

Every year group has 2-5 school values threaded through the PSHE curriculum. These lessons are an opportunity to explore our school values in more details and for the children to understand how they can demonstrate our values. School value certificates are presented at our achievement assemblies every Friday morning.

Teaching and Learning Style

A range of teaching and learning styles are used with emphasis placed on active learning, involving the children in discussions, investigations and problem solving activities. Children are encouraged to take part in a range of practical activities which promote citizenship, for example, the year 6 'Junior Citizen' scheme. During the year, all children are given opportunities to be involved in charity fundraising, emphasising the importance of helping others who are less fortunate. Visiting speakers, such as health workers, police, fire fighters, NSPCC, are invited into the school to talk about their role in creating a positive and supportive local community.

Relationships Education (RSE) is taught via the Christopher Winter project, in Years 5 and 6. Year 5 and 6 class teachers deliver the sex education programmes. They are also offered visits from a school nurse who specialises in delivering sex education programmes and is available to provide additional support and answer any questions. The Class Teacher holds meetings with parents and carers to inform them of the Sex Education programme. (Please refer to RSE policy for more information).

Early Years - Foundation Stage

PSHE and Citizenship in reception class form an integral part of topic work and themes covered during the year. Aspects of the children's work are matched to the Early Learning Goals. Teaching of PSHE

and Citizenship links with the outcomes of a child's personal, emotional and social development as set out in the EYFS Curriculum. In addition, citizenship is delivered as part of the learning area known as, 'Knowledge and Understanding of the World'.

Spoken Language/Oracy

Oracy and opportunities for discussion are present throughout the PSHE curriculum at Meadlands. We believe in the importance of having meaningful and respectful conversations about our feelings, our relationships and ourselves. Questioning forms the basis of our teaching and we encourage pupils to practise curiosity and develop their own questions.

What does speaking and listening look like in PSHE at Meadlands?

- Use of sentence stems to scaffold oral responses in class
- Using the strategy ***Agree, Build, Challenge*** to guide respectful discussions
- Questioning across the curriculum
- Drawing links verbally across the curriculum
- Presenting in front of an audience
- Debating
- Group work and reporting back
- Use of talk partners

Inclusion and Equal Opportunities

All children are provided with equal access to the PSHE curriculum. We aim to provide equal learning opportunities regardless of any barriers. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress.

When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

IMPACT

- **Improved Wellbeing and Emotional Literacy:**

  Children learn to understand and manage their own emotions and the emotions of others, developing healthy coping strategies, mindfulness, and stress-management techniques.

- **Development of Social and Life Skills:**

  The curriculum builds essential skills in communication, resilience, and responsible decision-making, preparing students for relationships and challenges in a diverse and complex world.

- **Enhanced Academic Performance and Attendance:**

Research shows that a well-implemented PSHE program can lead to increased academic achievement and better attendance rates, particularly among vulnerable pupils.

- **Preparation for Adult Life and Employability:**

  PSHE provides foundational knowledge and skills for managing personal finances, time, and navigating relationships, which are essential for higher education and the graduate labour market.

- **Promotion of Social Responsibility:**

  The curriculum fosters an appreciation for diversity, rights, and responsibilities, encouraging students to become active, responsible, and empathetic citizens.

- **Critical Thinking and Digital Literacy:**

  Students develop the ability to critically manage online influences, evaluate information, and become more vigilant and questioning in their approach to the world.

- **Breaking Down Stigma:**

  PSHE offers a safe space to discuss sensitive issues like mental health, helping to break down stigma and encouraging students to seek help when needed.

Assessment and Reporting

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each academic year. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE.

Monitoring and Review

The PSHE and Citizenship subject co-ordinator works with the children, Curriculum Lead and class teachers to ensure equality of provision across the year groups and to identify how effectively PSHE, and Citizenship are being implemented in the school. This is conducted through discussion, observations, assemblies, questionnaires/feedback, and collection of work samples. This policy will be reviewed by the subject co-ordinator every 2 years.