

Rossington St Michael's C of E Primary School

PHYSICAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY 2025-2026



Date of Policy: September 2025

Date of Review: September 2026

Vision Statement

At Rossington St Michael's, our vision is that all feel welcomed, accepted, achieve and feel loved. Through our PSHE teaching, children have the opportunity to explore their own feelings and the feelings of others.

1. Introduction

Personal, Social, and Health Education (PSHE) enables pupils to develop the knowledge, skills, attitudes, and values necessary to navigate their responsibilities, opportunities, and experiences in life, both now and in the future.

The National Curriculum outlines two key aims for education:

- To provide opportunities for all pupils to learn and achieve.
 - To promote pupils' spiritual, moral, social, and cultural development, and to prepare them for life's opportunities, responsibilities, and experiences.
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2. Aims and Objectives

PSHE aims to help children become healthy, independent, and responsible members of society. It supports their self-worth, decision-making, and interpersonal relationships.

Our objectives are to help children:

- Stay as healthy as possible.
- Learn to keep themselves and others safe.
- Develop effective and respectful relationships.
- Understand and respect differences between people.
- Be responsible members of the school and wider community.
- Build self-confidence and self-esteem.
- Make informed choices about personal and social issues.
- Contribute positively to a diverse and inclusive society.

Detailed learning objectives are outlined in the PSHE scheme of work.

3. Teaching and Learning Strategies

A variety of teaching and learning methods are used in PSHE to ensure development in knowledge, skills, and attitudes. These include:

- Whole-class discussion
- Role play and drama
- Circle time
- Group and pair work
- Use of fiction and storytelling
- Reflection activities
- Video stimulus and visual aids

Active learning approaches help pupils practise and reflect on skills such as friendship, empathy, communication, and conflict resolution.

(See **Appendix 1** for examples of strategies used.)

4. Curriculum Organisation

PSHE is delivered in a variety of ways:

- As a discrete subject.
- Through cross-curricular links, especially in subjects like science, RSE, and RE.
- During themed weeks, assemblies, and school-wide events.
- Through the pastoral system and extra-curricular opportunities.

Key events, such as residential trips and school council participation, provide opportunities for developing leadership, self-esteem, and teamwork.

5. Role of the PSHE Leader

The PSHE Leader is responsible for:

- Leading policy and curriculum development.
- Supporting staff in planning, assessment, and delivery.

- Monitoring and evaluating PSHE provision and outcomes.
 - Organising and maintaining PSHE resources.
 - Providing or arranging training and professional development.
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6. Use of Visitors

Visitors can enrich PSHE learning but must not replace classroom teaching. Teachers remain present and actively involved in all sessions delivered by external contributors.

Visitors are expected to:

- Work collaboratively with staff to plan content.
- Support rather than lead the session.
- Abide by relevant school policies including safeguarding and equal opportunities.

The PSHE Leader oversees the use of external visitors to ensure consistency and quality.

7. Assessment, Recording, and Reporting

Assessment in PSHE includes:

- **Formative assessment** (ongoing assessment to inform planning).
- **Summative assessment** (at the end of units or key topics).
- **Self-assessment** (pupils reflect on their own development and learning).

Teachers assess children's progress based on their participation, understanding, and ability to apply learning. Starting points are established at the beginning of units to ensure progress can be effectively tracked.

8. Monitoring and Review

The PSHE Leader is responsible for monitoring the quality and effectiveness of PSHE through:

- Reviewing pupil work.
- Lesson observations.

- Pupil voice and feedback.
- Staff discussion and review meetings.

The Leader provides an annual report to the Headteacher summarising strengths and areas for development.

9. Staff Professional Development

To ensure effective PSHE delivery, staff are supported through:

- In-service training and external CPD opportunities.
 - Sharing of resources and good practice.
 - Updates from the Leader and relevant bodies.
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10. Links with Other Policies

This PSHE policy complements and supports the following school policies:

- Safeguarding and Child Protection
 - Behaviour
 - Relationships and Sex Education (RSE)
 - Anti-Bullying
 - Equal Opportunities
 - Online Safety
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11. Dissemination of the Policy

This policy is shared via:

- Staff induction and training.
- The school website.
- Parent communications and newsletters.

- Curriculum information evenings and events.
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Appendix 1: Examples of Teaching and Learning Strategies

1. Circle Time

Promotes communication, respect, and self-esteem through rounds, sharing, and inclusive games. Key features include:

- Speaking with an object.
- “Pass” as an acceptable response.
- Games and certificates for “Special Day” pupils.

2. Role Play and Drama

Enables children to explore scenarios and practise skills:

- Role-play with structured scenarios.
- Use of puppets for sensitive topics.
- Hot seating and “Tunnel of Thoughts” for dilemma work.

3. Brainstorming

Encourages creativity and free expression without judgement. Useful at the start of topics to assess existing understanding.

4. Pair and Group Work

Develops teamwork and cooperation. Includes:

- Structured grouping strategies.
- Shared recording tasks.
- Prioritisation of ideas.

5. Carousel

Children rotate in pairs through timed discussion activities to explore issues from different perspectives.

6. Use of Fiction

Stories and characters are used to explore emotions and values safely and indirectly.

7. Draw and Write

Children respond to open-ended questions visually and in writing to express current understanding and misconceptions.

8. Circle of Feelings

Children brainstorm responses around a central theme in a circular format to emphasise equality of ideas.

9. Videos

Used as stimuli for further exploration, not passive viewing. Follow-up includes drama, reflection, or discussion.