



**United Learning**  
The best in everyone™

# GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

## PHSE Policy 2023-2024

**Updated: Autumn 2023**  
**New Review: Autumn 2024**

Approved by the Local Governing Board on 6<sup>th</sup> February 2024

A handwritten signature in black ink, appearing to read 'J. Dempster'.

Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

**PSHE Policy**  
**Last updated: Autumn 2023**

**PSHE at Glebe: Intent statement**

Our PSHE curriculum is part of Glebe's whole **school values based curriculum** that encompasses **key vocabulary, 'big questions'** and **inspiring texts**. Our weekly big question covers one of three areas: relationships, living in the wider world and health and well-being. We use the PSHE Association as a starting point to ensure all statutory requirements are covered but then relate these to our own school experiences and NIC values. We use **key texts** to support our lessons, which provide a context for each big question. These texts are chosen specifically for the age group and represent our inclusive community. We present our work in a whole class NIC book in a variety of ways, which is displayed in classrooms for children to look back on and reflect when they wish.

**How we teach PSHE at Glebe**

Key themes of PSHE encompass all we do at Glebe Primary and underpin many aspects of our curriculum and conduct. PSHE is taught during weekly 'Big Question' sessions as a whole class. During these sessions, teaching staff will pose a question that forms the basis of discussion and learning for that lesson.

All year groups will be studying the same core theme for several weeks each term. During this time, pupils will learn about a range of topics within the core theme. Whilst all year groups study the same theme, each week, year groups will have individual 'Big Questions' that focus on specific objectives and discussion points.

During 'Big Question' sessions, staff use a range of media and quality texts as a stimulus for discussion and debate. Children take part in a range of activities from written exercises, role play, group work, creative activities and so on. Discussion forms a large part of these sessions and we encourage all children to build confidence in sharing their thoughts, views and experiences with others; with the understanding that they are in a safe, non-judgemental and supportive space. Anything offered is listened to, valued and respected; children are under no obligation to share anything they do not wish to.

Children do not have individual PSHE books, each lesson, work is recorded and displayed in a whole class 'Big Question' book. Each session has a title highlighting the core theme and question and the work will be presented creatively by the teacher in the form of pictures of activities, examples of children's work, comments made by children etc. These books create a fantastic display of PSHE learning across the year.

**PSHE in the Early Years**

Our reception classes also have their 'Big Question' book which covers the objectives from the Early Years curriculum. These are under the headings of:

Self-confidence and self-awareness:

We aim for children to be confident to try new activities, and say why they like some activities more than others. We give them ample opportunities to share their ideas in a group setting and to be able to choose resources independently in the classroom setting. We ensure children know they can ask for help if they need it.

Managing feelings and behaviour:

We aim for the children to discuss how they feel and to talk about their own and others' behaviour. They learn the importance of rules to keep everyone safe and happy and to be able to adapt to the routine of the day but also any changes that may happen.

Making relationships:

We aim for children to be independent in their taking turns with others, listen to the ideas of others in their activities. Within all environments children learn to be sensitive to the feeling of others and to maintain positive relationships with their peers.

## PSHE within KS1 and KS2

At Glebe, we aim to ensure our pupils have strong understanding of three core themes within PSHE:

- **Relationships**
- **Health and wellbeing**
- **Living in the wider world**

These form the umbrella topics under which we look more closely at:

<u>Core themes</u>		
<u>Relationships</u>	<u>Living in the wider world</u>	<u>Health and wellbeing</u>
Problem solving, co-operation and teamwork	Citizenship and community spirit	Confidence, self-worth and happiness
Resilience	Moral compass	Physical health
Families and friendships	British values	Keeping safe
Safe relationships	Belonging to a community	Growing and changing
Respecting ourselves and others	Media literacy and digital resilience	Mental health
	Money and work	Emotional wellbeing

At Glebe Primary, our aim for our PSHE/SRE curriculum to reflect the school's vision and values, during 'Big Question' sessions learning is based around our principles of *nurture*, *inspire* and *challenge*. We wish to demonstrate and teach the skills, knowledge and understanding that pupils need to lead confident, healthy lives and to become informed, active and responsible citizens during their time with us, as they go on to secondary school and through to adulthood.

Children will learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health and the science of reproduction.

PSHE promotes self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships. We strongly promote tolerance, celebrating difference & diversity and empathy. We wish for our students to develop a strong sense of self with individual personalities and their own views and beliefs, but within the context of mutual respect. We believe in working in partnership with parents and carers so that our children's physical, moral, mental wellbeing and emotional development can be supported at home.

### PSHE modifications

To support children's understanding of complex topics, in particular pupils with SEND we use a variety of strategies, such as: breaking down the learning outcomes into smaller steps, revisiting previous learning, focusing on a limited number of aspects within each stage, offering valued experiences to increase independence and adult prompting in discussions. As well as this, pupils with SEND we explore topics through both the 'online' world and 'offline' world so as to make the differentiation clear

### Assessment and Monitoring within PSHE

We assess the impact of the PSHE curriculum in several ways including lesson observations, teacher planning and 'Big Question' book looks to ensure quality and consistency of teaching.

Parent and child consultations will be held to discuss effectiveness of teaching as well as any issues or concerns that may be raised and looked into during PSHE sessions.

The teaching and learning of PSHE will be continually reviewed allowing for any changes that need to be made. Achievements in the development of skills and values taught through PSHE can be celebrated in a number of ways including assemblies, displays and weekly certificates. Parents and carers will be informed of their child's progress in PSHE through informal discussions, parents evening and the annual school report.