



# BERRYBROOK PRIMARY

## PSHE Policy

### Document Control Table

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| <b>Title</b>            | Berrybrook Primary Personal, Social, Health & Economic Education Policy |
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| <b>Date Approved</b>    | 11 <sup>th</sup> March 2025   |
| <b>Approved By Name</b> | Andrew Fisher (Chair of Governors)                                      |
| <b>Next Review Date</b> | July 2025   |

### Document History

| Date    | Author | Note of Revisions   |
|---------|--------|---|
| 19.9.24 | SR     | <p>Pg2 Added: "RSE elements have also been developed and added to our PSHE provision. Please see separate policy."</p> <p>Pg3: changed PSE 'education' to development'</p> <p>Pg4`also produce a report for Governors' – changed to 'will evaluate provision through Subject action plans and inform Governor's'.</p> <p>Pg4: added – 'Wellbeing Friday'.</p> <p>Pg4: added – 'SUMO also plays an integral part through-out school life and supports pupils to develop strategies to support their emotions and develop understanding of others'.</p> |
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## Berrybrook Primary School

### Personal, Social, Health and Economic education

At Berrybrook, our vision is to give our children the skills they need to excel in an ever developing and diverse world by creating a curriculum which:

- Builds on our Core Values (Believe, Enjoy, Respect, Responsible, You can do it);
- Values each child as a unique individual;
- Enables pupils to reach their full potential;
- Develops independence risk taking, resilience and self-confidence;
- Aids pupils to develop their mental health and use emotional intelligence to create and sustain stable and lasting relationships;
- Creates lifelong learners who continue through education;
- Helps children to become educated citizens;
- Equips pupils with the tools and knowledge to keep themselves safe and seek support when they need it;
- Encourages ambitions and aspirations;
- Gives children a breadth of experiences, knowledge and understanding of the possibilities that are available to them in the world and enjoy life.

### Intent

At Berrybrook Primary School our PSHE curriculum consists of a planned programme of learning where the children acquire the knowledge, understanding and skills that they need to keep themselves healthy and safe. As part as a whole school approach our school core values are promoted throughout our PSHE curriculum with the aim of developing the qualities, attributes and aspirations, that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to reach their full potential, thrive as individuals, family members and members of society. It will also support the moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences in school and later in life. RSE statutory guidance has also been developed and added to our PSHE provision. Please see separate policy.

We aim through our PSHE provision to ensure that fundamental British values are a core part of our teaching and learning opportunities.

The PSHE curriculum at Berrybrook aims to:

- support all pupils to deal with the real life issues they might face as they grow up;
- educate all pupils about PSHE issues, which are paramount to children and young people's wellbeing, including: physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance;
- ensure a consistent and inclusive approach to the delivery of PSHE issues through the curriculum and daily life in school;
- assist pupils to prepare for adult life, by supporting them through physical, emotional and moral development;
- help all pupils understand and explore their individual identities;
- allow pupils to explore and develop an understanding about social and moral issues;
- enable pupils to explore and develop their social and cultural environment and other cultures that are part of society;
- aid pupils to recognise their own worth and develop their confidence, responsibility and ensure they make the most of their abilities;
- work well with others and prepare them to play an active role as citizens;
- develop positive, healthy relationships and respect for others.;
- know and understand what constitutes a healthy, safe lifestyle, both physically and mentally;
- develop both online and offline safety awareness;
- develop self-confidence and self-esteem and make informed choices regarding personal and social situations;
- create links that enrich PSHE and other areas of the curriculum;
- follow the knowledge and skills from the National Curriculum.

### Implementation

PSHE is an important part of our children's education and we believe that children should learn about three core themes- Health and well-being, Relationships and Living in the wider world. These schemes of work offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learner and leads to outstanding curriculum provision. Children are taught about drug awareness, financial education, sex and relationships education and the importance of physical activity and diet for a healthy lifestyle.

At Berrybrook Primary School, we strive to promote PSHE through our inclusive and differentiated teaching, our daily school life and school core values. Teacher planning reflects our intent of the school and link to the themes outlined in the Long Term Plan. The most important factor in our PSHE curriculum is ensuring that it is tailored to our pupils, families and community. In order to do this, Berrybrook regularly ask children about their aspirations and what they want to know. These answers then form the basis of the long term plan along with the guidance from Wolverhampton PSHE Advisory Team.

The PSHE curriculum is delivered formally once a week throughout the school but runs through the school ethos and core values which we use every day.

In Early Years, children will work towards achieving the Early Learning Goal in Personal, Social and Emotional Development. These will be delivered through cross curriculum projects outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, stories, videos, role play and assemblies.

In Key Stage 1, children will learn about themselves as developing individuals and members of their communities, building on their own experiences. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well and have opportunities to show they can take responsibility for themselves and their environment. As members of a class and school community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

In Key Stage 2, pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will learn about the wider world and the interdependence of communities within it. They will be encouraged to develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can effect local, national or global issues and political and social institutions.

To enhance and complement our PSHE curriculum we promote enrichment opportunities, assemblies, whole school PSHE related events, workshops, Wellbeing Friday and guest speakers. Our PSHE themes, where possible link to our whole school curriculum. Due to the nature of PSHE it links to all subject areas and daily school life. SUMO also plays an integral part through-out school life and supports pupils to develop strategies to support their emotions and develop understanding of others'.

Pupils are encouraged to take up roles of responsibility within our school, including Head Boy and Girl, Office Assistants, Play Leaders and Reading Buddies, in order to develop confidence and the sense of responsibility which they will need later in life.

### **Impact**

Our children as unique individuals all have potential to succeed and reach their full potential. Our school core values, believe, enjoy, respect, responsibility, determination, are promoted through our PSHE curriculum, enabling this to happen. Planned learning progressively builds on prior knowledge, understanding and supports children in producing high quality outcomes.

The PSHE lead is responsible for monitoring curriculum coverage and will review medium term plans on a termly basis. Monitoring of classroom practice and children's work is carried out by the subject lead as well as pupil voice. The subject lead will carry out a review each term and produce a written review identifying targets for future action within the subject. The subject lead will evaluate provision through Subject action plans and inform Governor's where the subject is now and the intentions for moving forward. Subject Lead will also liaise with Wolverhampton PSHE Advisory Team and inform teaching staff on relevant PSHE updates.



A variety of assessment strategies are implemented by staff to show progression of skills over time. These include formative assessments throughout a series of topic sessions and then summative assessments at the end of a topic. This will help ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

