

## Myland Primary School

### PSHE Policy

**DRAFT for September 2026 (sections in red are changes to current policy)**

#### **Intent:**

At Myland Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is a vital subject which supports children in acquiring the essential knowledge, skills and understanding that they need in order to lead confident, healthy and independent lives. This policy has been updated to account for the new statutory guidance issued by the DfE (September 2026).

Through the teaching of PSHE, we aim to:

- Provide children with the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens.
- Encourage children to value themselves as individuals and to value others.
- Enable children to become increasingly responsible for themselves and their own learning and to make informed choices.
- Ensure children understand their rights and responsibilities as individuals and as members of a democratic society.
- Teach children to understand what constitutes a safe and healthy lifestyle.
- Promote safety by teaching children about forming and maintaining healthy relationships with families and friends.
- Help pupils to identify the characteristics of healthy relationships; how relationships may affect mental and physical health
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Provide children with ways to understand and manage their emotions, including loss.
- Provide children with information in order for them to make informed, positive life choices.
- Allow pupils the opportunity to acknowledge and appreciate difference and diversity.
- Enable children to understand issues relating to the environment and be aware of ways to protect natural resources.
- Teach children how to stay safe online and how to critically engage with what they see online.
- Help children to understand their personal safety and to identify risks.

## **Implementation:**

### **Relationships Education:**

As part of Relationships Education at Myland, we focus on the characteristics of positive and healthy relationships, including those with family and friends and those with other children and adults. We teach children how to have positive relationships online with an essential focus on online safety and appropriate behaviour, as well as being and keeping safe offline. The Sex Education element of the Relationships and Sex Education curriculum is taught specifically in Year 6, using materials from 'Kapow'. Parents/carers are invited to view these material prior to the children's session.

### **Health Education:**

As part of Health Education at Myland, we focus on supporting children with their mental wellbeing, including how to talk about emotions and seek support where necessary. Children are taught about internet safety and physical health and fitness, including how to keep an active lifestyle and the impact of a balanced diet. Children are also taught about the impact of drugs, alcohol, tobacco and vaping, health protections and prevention, basic first aid, personal safety and the changing adolescent body.

### **Living in the Wider World:**

As part of Living in the Wider World at Myland, children are taught about rules, rights and responsibilities, including supporting their understanding of looking after the environment. They are also taught about living in a diverse community and valuing diversity and how stereotypes and prejudice can negatively influence behaviours and how to challenge these. Children are also given opportunities to learn about economic wellbeing including money, work and career.

### **Impact**

Children achieve well at Myland. As a result of the PSHE curriculum, they leave us as confident, articulate, resilient learners who are well placed to contribute effectively to their school and wider community. They understand how to lead healthy and independent lives.

## **Curriculum and Organisation**

The planning of PSHE is based on guidance from the National Curriculum and the PSHE Association. At Myland, a cyclical curriculum approach is used to ensure coverage and progression across curriculum areas to cater for mixed age classes. The statutory guidance from the National Curriculum is comprehensively covered by learning opportunities across three core areas: Relationships Education, Health Education and Living in the Wider World. PSHE is evident in everything we do on a day-to-day basis at our school.

The use of whole-school and class assemblies are also essential in supporting the PSHE curriculum. At Myland, teaching is always personalised and teachers and staff members will ensure that, as and when issues arise, time is made in the curriculum to meet the needs of the children. Our provision is further enriched by our Children's Mental Health Week each year where a variety of age-appropriate activities and mixed-aged teaching and learning is planned. This will also include assemblies with visitors, such as Essex Police. We allocate weekly, one-hour lessons for PSHE teaching and learning.

### Our Core Values

1. Co-operation
2. Honesty
3. Friendship
4. Responsibility
5. Respect
6. Perseverance



### Our Golden Rules

1. Do be gentle
2. Do be kind and helpful
3. Do be honest
4. Do work hard
5. Do listen
6. Do look after property



### Early Years

PSHE in the Early Years is taught within the specific area of 'Personal, Social and Emotional Development' (PSED). This specific area is one that MUST develop naturally and be supported through high quality provision in order for children to develop well-rounded life skills and learning behaviours. Through carefully planned environments and activities, adults support children in developing resilience, independence, conflict resolution skills and confidence, as well as forging bonds with peers in their cohort. The children are given opportunities to settle in to school routines and develop a strong sense of self and community through high quality continuous provision with familiar adults. This is supported by baseline and continuous assessment on the 'Leuven Scales of Wellbeing and Involvement'. These scores indicate which children may need a little support in developing the strong sense of self confidence and awareness required to acknowledge and apply the school's Golden Rules. This 'Leuven Scale' score is reassessed regularly and passed on to the child's KS1 teacher. Regular class discussions encourage children to talk about their feelings and understand the importance of friendship, empathy and to talk through what they learn about themselves and others through continuous provision.

## Assessment

As part of our PSHE curriculum at Myland Primary School, it is important for children to have opportunities to reflect on their learning and for teachers to assess a child's progress. We believe that this will increase children's motivation and improve learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress and to identify future learning needs. Assessing learning at Myland must therefore use a combination of teacher assessment and pupil self and peer assessment.

We will assess children's learning and progress through a range of ongoing assessment strategies. Teachers will observe children at work, use targeted questioning in whole class discussions and on a one-to-one basis and have in-depth discussions with pupils during the lessons. Teachers will also be aware of where children may meet targets in other areas of the curriculum. However, the main focus will be during PSHE lessons.

Baseline assessment activities and end point activities will be used to demonstrate progress. Some of these activities are shown below.

<b><u>Baseline Activity</u></b>	<b><u>End Point Activity</u></b>
<b><i>Questioning</i></b>	Revisit and review key questions, ask children to list in order of importance. Can they think of their own questions?
<b><i>Discussions</i></b>	Revisit main arguments from baseline discussion, debates, presentations.
<b><i>Brain-storming</i></b>	If anything was written down, use a different colour to add new views and thoughts. Add, amend, expand.
<b><i>Role-play, hot-seating, freeze-framing</i></b>	Repeat role-play showing how strategies have developed/changed. Provide children with a more challenging scenario.
<b><i>Responding to a scenario</i></b>	Review scenarios and ask children to write down any changes of the response as a result of new learning.
<b><i>Card sorting (diamond 9)</i></b>	Repeat the card sort, photograph and compare with the original. Have discussions based around changes and why these may have occurred. Encourage children to justify their responses verbally.

## Roles and Responsibilities

The Year 5 and 6 Team Leader (Miss Pender) is responsible for PSHE across the school, supported by the Headteacher and governors. Governors, working with the leadership team, take responsibility for meeting statutory requirements in RSE.