



**Warwick Bridge School  
Personal, Social and Health Education Policy**

## **1 Aims and Objectives**

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth.

The aims of personal, social and health education at Warwick Bridge School are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

## **2 Teaching and Learning**

At Warwick Bridge Primary School, PSHE is delivered in a way which is accessible to and inclusive of all pupils. These lessons involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly. PSHE is taught as a discrete subject. All of our pupils participate in weekly PSHE lessons and these are taught by the class teachers. Ground rules are established in class and pupils are reminded regularly of these. Sensitive subjects are taught with special consideration and extra support is offered to pupils who may find a particular subject relatable and distressing.

Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or school fayre, or involvement in an activity to help other individuals or groups less fortunate than themselves. We also offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **3 Planning**

We teach PSHE as a discrete subject. Years 1-6 follow the *Twinkl Life* scheme of learning. This scheme of work and all of its resources are fully in line with the Learning Outcomes and Core Themes outlined in the *2020 PSHE Association Programme of Study*.

PSHE is integral to school life at Warwick Bridge School. Relevant PSHE lessons are continuously referred back to as everyday school issues arise. This helps children to apply the knowledge and skills learned during their PSHE lessons.

We also develop PSHE through activities and whole-school events. An example of this is the Year 5 and 6 residential visit, where there is a particular focus on developing pupils' self-esteem and providing opportunities to develop leadership and co-operative skills.

### **4 The Foundation Stage**

Personal, Social and Emotional Development is one of the three prime areas in the Early Years Statutory Framework and as such, it is an integral part of our everyday routines. It includes the subsections of Self-Regulation, Managing Self and Building Relationships. Children in the Early Years classrooms receive daily opportunities develop these areas through carefully planned provision. We also teach Personal, Social and Emotional Development as a discrete subject following the *Twinkl* scheme of learning and as part of topic work covered during the year.

Topic work and the *Twinkl* scheme of learning are also used to teach children about similarities and differences between themselves and others, and among families, communities and traditions as outlined in the area of learning, Understanding the World.

### **5 Teaching PSHE to children with Special Needs**

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, we take into account the targets set for the children by their teachers and the SENCo.

## **6 Assessment and recording**

Teachers assess the children's work in PSHE both by making judgements as they observe them during lessons and around school. We have clear expectations of what the pupils will know and understand at the end of each key stage.

We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed', but they inform our teaching.

## **7 Resources**

The *Twinkl Life* scheme of learning is an online resource. All teachers have log in details to the *Twinkl Life* plans and printable resources to use in lessons. We have additional resources in the library.

## **8 Monitoring and Review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Head Teacher and governing body a report, once a year, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

### **Note**

This PSHE policy should be read in conjunction with the Sex and Relationships policy.

Policy written and adopted by Warwick Bridge staff **February 2024**

Ratified by Governing Body .....

Date to be reviewed **February 2027**

**Signed:**..... **Signed:**.....  
**Head Teacher** **Chair of Governors**

**Date:**.....