



PSHE/RSHE at Grange School

<u>Leadership of PSHE/RSHE Curriculum</u>	
The following people are responsible for the leadership and oversight of the CCLT policy and the PSHE/RSHE curriculum for our school.	
CCLT Lead	Mrs M Burkett, Executive Headteacher
School Senior Leader	Mrs R Cox, Headteacher
Local Governing Body	Chair – Mrs C Jackson
School Subject Leader	Miss A Donkin
To discuss our school's PSHE/RSHE curriculum, please contact our subject leader in the first instance by emailing the school office: office@grangeschool.academy	

The following information explains how the CCLT PSHE & RSHE Policy and agreed scheme of work is put into practice in our school. Every school is different, and we understand that whilst adhering to the statutory guidance and our overarching Trust policy, the specific content and delivery of our curriculum should meet the needs of the pupils in our school.

Why is PSHE Important?

At Grange, our values of **Be Resilient, Enjoy, Achieve, Be Creative** and **Be Healthy** are woven throughout the PSHE curriculum. Children build resilience by developing confidence, independence and strategies for managing challenges. Enjoyment is promoted through engaging, inclusive learning that supports wellbeing and positive relationships. Pupils are encouraged to achieve by recognising their strengths and developing the knowledge and skills needed to make positive choices. Creativity is fostered through opportunities to explore ideas, solve problems and express themselves. We promote being healthy by supporting children's physical and mental wellbeing, healthy relationships and safe decision-making. Together, these values underpin a PSHE curriculum that helps children develop the skills and attributes they need to thrive now and in the future.

PSHE is an important part of education at Grange because it helps children develop the knowledge, skills and understanding they need to become happy, healthy and confident individuals. In the early years, children begin to understand themselves, their emotions and their relationships. PSHE supports this by developing social and emotional skills, positive relationships, safe behaviours and healthy choices. It also promotes confidence, resilience, respect and independence, preparing children for life in a diverse and changing world.

PSHE contributes strongly to British Values, SMSC and Personal Development. Through age-appropriate lessons, children learn about fairness, taking turns, listening, making good choices and understanding why rules matter. They explore feelings, different ideas and beliefs, and practise empathy and respect. PSHE helps children grow in confidence, build positive friendships and learn to make healthy, safe decisions. Overall, it supports them to become caring, responsible members of the school and wider community.

Children's rights

Article 2 No discrimination: *All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or a girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.*

Article 12 Respect for children's views *Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.*

Article 17 Access to Information *Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful.*

Article 24 Health, water, food, environment *Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.*

Article 29: Aims of education: *Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.*

Curriculum Planning

- We use the PSHE Association Programme of Study and curriculum model to plan our curriculum, ensuring a well-sequenced spiral curriculum where key themes are revisited and built on over time. This is outlined in our long-term plan, which can be found on our school website. <https://www.grangeschool.academy/Curriculum-Information/>
- Our PSHE curriculum is shaped by the needs of our pupils, with clear, age-appropriate learning outcomes. PSHE is embedded across the wider curriculum, including Science, PE, circle time and assemblies, so that key knowledge, skills and values are reinforced throughout school life.
- PSHE is an integral part of daily life at Grange. In Key Stage 1, it is taught weekly for at least 30 minutes, but staff recognise that PSHE learning happens continually through children's interactions, experiences and relationships. Teaching is responsive and flexible, allowing staff to address individual or class needs sensitively and in an age-appropriate way.

Pupil Voice and a Need-Led Curriculum

Listening to the voices of our children is an important part of our PSHE programme. We provide opportunities for children to share their views and experiences of PSHE through class discussions, our school council and subject monitoring discussions. Our children are encouraged to share their views and these are listened to, valued and respected.

Pupil voice is captured through class discussions, circle time and opportunities for children to share their thoughts, feelings and opinions about their learning and experiences. In addition,

school council meetings are held with children chosen as class representatives, providing them with an opportunity to share the views and ideas of the other children in their class and contribute to discussions about PSHE and wider aspects of school life.

Information gathered from pupil voice, alongside other sources of data, including safeguarding, behaviour, local data and intelligence, is used to inform curriculum planning and teaching approaches. This helps ensure our PSHE curriculum is relevant and responsive to our local context and the needs of our children.

Resources

As with other subjects, the breadth of the PSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. These are provided through our schemes of work, and other quality-assured reputable sources. All resources are reviewed prior to teaching to ensure they are accurate, age-appropriate, and evidence-based.

At Grange, we use resources and lesson plans provided by the PSHE Association, which are based on research and evidence-informed practice. These high-quality resources support the delivery of a broad, balanced and age-appropriate PSHE curriculum. It is the responsibility of each class teacher to review the resources and lesson content before teaching, ensuring that they are appropriate for the age, stage of development and specific needs of the children in their class. Teachers should use their professional judgement to adapt resources where necessary to ensure that learning is accessible, relevant and suitable for all children. Class teachers are supported by the PSHE Lead, who is available to provide guidance and support with planning, resources and the delivery of PSHE when required.

Examples of the resources we plan to use are available for parents and carers to view on request. A long-term overview of the PSHE curriculum, outlining what is taught across the school, is available on the school website. If a sensitive topic is due to be covered, we will inform parents and carers by sending a letter home before the session is taught. If parents and carers require any further information about the PSHE resources used in school, they can contact the school office, who will pass their enquiry on to the PSHE Lead.

We recognise that children benefit from learning about their own family's values around relationships alongside the information and learning they receive at school. We value the important role that parents and carers play in supporting their children's personal, social and emotional development.

It is crucial that our PSHE education meets the needs of our children and reflects the issues and experiences they may face. We will continue to work in partnership with parents and carers to ensure the best possible outcomes for all children. We offer support and encourage discussion of relevant topics at home by signposting parents and carers to the Pan-Staffordshire PSHE Education Service website and other appropriate sources of information, such as the NSPCC.

We encourage engagement from parents and carers in our PSHE programme. If you would like to discuss any of the resources in more detail please contact the school office who will pass the enquiry on to the appropriate class teacher or PSHE lead.

Teaching and Learning

We follow the statutory guidance from the Department for Education (DfE) for the elements of Relationships and Sex Education (RSE) that are required and use the PSHE Association curriculum model to support the teaching of PSHE. Our Relationships and Sex Education (RSE) is embedded within our PSHE curriculum and is taught at an age-appropriate level. PSHE is an integral part of everyday life at Grange. Using the PSHE Association curriculum model allows us to use a question-based, spiral approach, where learning is revisited and developed as children move through the school.

PSHE is taught through a range of engaging and age-appropriate teaching methods, including whole-class discussions, small-group work, role play, active learning activities, practical tasks and individual reflection. We recognise that children learn in different ways and therefore provide a variety of opportunities for children to participate, share their ideas, develop their understanding and apply their learning to real-life situations.

In Key Stage 1, PSHE is taught weekly, with a minimum of 30 minutes of dedicated PSHE teaching. However, staff recognise that PSHE is continually reinforced throughout the school day through children's experiences, relationships, interactions and opportunities to develop their personal and social skills. Where an issue arises within a class or the wider school community, teachers may also respond by providing additional, age-appropriate PSHE learning. PSHE also contributes to school and class assemblies, where children's spiritual, moral, social and cultural development is supported and nurtured.

PSHE is taught in a safe, supportive and non-judgemental environment, where children and adults are encouraged to listen respectfully to one another and feel confident sharing their thoughts and feelings. Clear expectations and ground rules are established at the beginning of PSHE sessions, alongside the positive behaviour expectations already established within the classroom and wider school. This helps to create an environment in which all children feel valued, respected and able to participate.

Cross-Curricular Links

PSHE at Grange is strengthened through meaningful links across the wider curriculum. Teachers identify opportunities for children to connect their PSHE learning with other subjects:

- English — exploring feelings, friendships, choices and different viewpoints.
- Maths — developing cooperation, communication and problem-solving.
- Science — learning about healthy lifestyles, bodies and caring for the environment.
- Art — building creativity, confidence and cooperative working.
- Music — practising cooperation, turn-taking and listening.
- RE — exploring beliefs, values, respect and responsibility.
- Computing — learning safe, responsible and respectful online behaviour.
- DT — developing creativity, teamwork and safe use of tools.
- Geography — understanding the local and wider world and positive community contribution.
- History — considering how people's actions affect others and society.

Approaches to Learning

At the beginning of each half term, teachers assess children's prior knowledge and understanding in relation to the focus question. This enables teachers to build on what children already know and identify any areas where further teaching or support may be required.

Children are encouraged to participate in discussions, investigations, role play and problem-solving activities. They are given opportunities to develop their understanding through practical experiences, such as charity fundraising, helping others, contributing to school events and taking responsibility within their class or school community. We provide opportunities for children to work together, discuss different viewpoints and develop strategies for resolving disagreements and conflicts respectfully.

Where appropriate, we enrich our PSHE curriculum through visitors and community links. Children may have opportunities to hear from visitors such as health professionals, police officers and representatives from local places of worship or community organisations. These experiences help children to make meaningful connections between their learning and the wider world and support them in understanding how PSHE relates to their everyday lives.

PSHE in the EYFS

In our EYFS classes, PSHE is an integral part of children's learning and development and is woven throughout the Prime and Specific Areas of Learning, particularly Personal, Social and Emotional Development. To provide children with the best opportunities for effective development, we recognise the importance of the four guiding principles set out in the DfE Statutory Framework for the Early Years Foundation Stage.

These principles recognise that:

- **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Children learn to be strong and independent through positive relationships.**
- **Children learn and develop well in enabling environments**, with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from strong partnerships between practitioners and parents and/or carers.
- **Children develop and learn at different rates** and their individual needs and stages of development should be recognised and supported.

This section is informed by the Department for Education's [Early years foundation stage statutory framework] (DfE, 2026).

Our EYFS provision provides children with opportunities to develop confidence, independence, resilience, positive relationships and an understanding of their emotions and wellbeing through play, routines, interactions and carefully planned learning experiences. These foundations support children's transition into Key Stage 1 and provide the basis for their continued personal, social and emotional development throughout their time at Grange.

Personal, Social and Health Education (PSHE) Key Stage One

The PSHE Association's Key Stage 1 programme focuses on helping young children understand themselves, build positive relationships and learn how to stay healthy and safe.

Across Key Stage 1, the curriculum emphasises:

- developing confidence and independence
- understanding similarities and differences
- learning to express feelings and opinions
- practising safe and healthy choices
- building respectful, positive relationships
- recognising when something is unsafe and knowing how to seek help

A medium-term overview is available for each year group, with copies accessible to all teaching staff via the school's shared drive. Teachers access the Programme of Study, curriculum overviews, lesson plans and supporting resources directly through the PSHE Association website using their individual login, enabling them to familiarise themselves with the intended learning and access the most up-to-date guidance and resources.

Children at Grange are made aware of the different sources of help and support available to them within school. We ensure that children understand that if they are worried, upset, need help or would like someone to talk to, they can approach any trusted adult in school. Staff provide a safe, caring and supportive environment where children feel listened to, valued and confident to share their worries or concerns.

At Grange, all children, including those with additional needs and SEND, have support to access and participate in PSHE. Teachers plan and deliver lessons with pupils' individual needs in mind, making adaptations to ensure learning is accessible, meaningful and inclusive. This may include visual supports, simplified language, additional processing time, repetition, practical activities and concrete examples. Children who need emotional or sensory support may be offered reassurance, predictable routines, breaks or access to a trusted adult, and physical or sensory needs are met through adapted resources and environments. Teachers work with the SENDCO, support staff, parents, carers and relevant professionals to identify effective strategies. All resources and lessons are reviewed in advance to ensure they are appropriate and accessible for the class.

External Providers

- Occasionally we utilise external providers to enhance our delivery of PSHE. All external providers deliver in line with our PSHE policy, safeguarding procedures and our Visitor Policy. Where an external provider is utilised, we will make sure that any materials used are appropriate, in line with our legal duties around political impartiality. Any resources delivered by an external provider will be made available for parents and carers before delivery.
- The external providers we may use are the school nursing team, police, fire and rescue service, NSPCC, local Family Hubs, community organisations and representatives from local places of worship. External visitors provide children with opportunities to hear from people with specialist knowledge and to make meaningful connections between their learning and real-life experiences.

Responding to Questions and Managing Disclosures

At Grange, children are encouraged to ask questions in a safe and supportive environment. Staff teach PSHE sensitively and set clear expectations so pupils are not required to share personal experiences or ask personal questions in front of others. Teachers answer questions honestly and appropriately for the child's age, seeking guidance from the PSHE Lead or SLT when needed. If a question is not suitable for whole-class discussion, staff make appropriate arrangements to address the child's needs. Any disclosures or safeguarding concerns are managed in line with the school's Safeguarding and Child Protection Policy, and external providers follow the same procedures.

Sensitive topics are taught calmly and age-appropriately, with expectations for kindness, respect and listening. Issues such as bullying, discrimination, and unkind behaviour are addressed promptly in line with school policies. Children are supported to talk about concerns, understand the impact of their actions and practise positive, respectful behaviour. Staff revisit learning when needed and continue to monitor pupils afterwards to ensure they feel safe, supported and included.

For more information, please refer to our Trust/school's policies on building positive relationships, anti-bullying, equality, diversity, and inclusion.

Assessment

Teachers use activities at the start of each half term to identify pupils' prior knowledge and plan accordingly. Ongoing assessment takes place throughout lessons through observation, questioning, discussion and children's work, with progress considered against the expected outcomes for each key stage.

In the EYFS, Tapestry is used to record learning, capturing significant examples of children's Personal, Social and Emotional Development. The EYFS Profile is completed at the end of the year to assess children against the Early Learning Goals.

In Key Stage 1, teachers record children's progress at the end of each half term and gather evidence in class floor books.

Assessment in PSHE is not about passing or failing. It is used to understand what children know, can do and may need further support with, helping teachers adapt teaching and enabling children to recognise and build on their own personal development.

Staff Training

At Grange, staff are supported to deliver PSHE through ongoing training and professional dialogue. The PSHE Lead meets with staff to identify training needs and ensure they feel confident in teaching sensitive and age-appropriate content. Where further development is required, the PSHE Lead will explore suitable training opportunities and provide guidance, modelling and resources as needed. Staff also have access to online training materials and guidance from the PSHE Association to support their knowledge and practice. This approach

ensures that all staff are well-prepared, consistent in their delivery and able to meet the needs of the children.

Evaluation

Evaluating the PSHE curriculum is essential to ensure that it is effective, inclusive and responsive to the needs of all children at Grange and the wider school community. The PSHE Lead, alongside staff, regularly reviews the quality and impact of PSHE provision to ensure that the curriculum remains relevant, engaging and age-appropriate.

A range of activities and sources of evidence are used to evaluate the curriculum, including:

- **Lesson observations** – to monitor the quality and effectiveness of teaching and learning.
- **Staff feedback** – to gather teachers' views on the curriculum, resources and the needs of the children.
- **Curriculum maps and planning documents** – to ensure coverage, progression and appropriate sequencing of learning.
- **Pupil voice** – to understand children's views, experiences and perceptions of their PSHE learning.
- **Behaviour and safeguarding data** – to identify any emerging issues or areas where additional PSHE learning may be beneficial.
- **Parent and carer feedback** – to gain an understanding of how effectively PSHE supports children beyond the school environment.

The information gathered through these activities is used to review, evaluate and adapt the PSHE curriculum and provision where necessary, ensuring that it continues to meet the needs of our children and supports their personal development, health, wellbeing and safety.

Sex Education / Right to Withdraw

In the CCLT RHSE programme, only one of the lessons counts as sex education. This is the only lesson parents can withdraw their child from. Learning about puberty is taught as part of the statutory health education element of the wider RHSE programme.

- **Y6** Conception and Contraception

As an infant school, **Grange does not teach Sex Education**; our RHSE provision focuses on the statutory elements of Relationships Education and Health Education, taught in an age-appropriate way.

Policy Links

This policy compliments the following policies:

- Child Protection and Safeguarding
- Anti Bullying Policy
- Building Positive Relationships Policy
- Inclusion Policy
- Equality Diversity Statement

- Online Safety Policy
- Special Educational Needs and Disabilities (SEND)
- Building Positive Relationships