

Ashton Gate Primary School



PSHE Policy

Personal, Social, Health and Economic (PSHE) Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

There is a non-statutory framework for PSHE for EYFS using the DfE's 'Development Matters'. There is a non-statutory framework for PSHE for Key Stages 1 and 2 which:

- promotes the spiritual, moral, cultural, mental and physical development of all children
- prepares children at the school for the opportunities, responsibilities and experiences of adult life

There is a statutory framework for Relationship and Health Education for Key Stages 1 and 2.

Aims and Objectives

At Ashton Gate, we want all pupils to become healthy, confident, independent and responsible members of society who can connect with the world and feel empowered in it. Through our PSHE curriculum, we encourage our children to play a positive role in contributing to the life of the school and the wider cultural community; in so doing we help to develop their sense of self-worth. We help our young people to immerse, understand, explore and feel empowered in a changing world. Lessons help develop the knowledge, skills and practices for thriving using the principles of self-care, people-care and earth-care. We teach them how society is organised and governed and about equality, rights and responsibilities so they learn to appreciate what it means to be a positive member of a diverse society. We aim for children to acquire the skills, knowledge and understanding, and attitudes and values, which are necessary to make sense of their life experiences and help them to feel confident and informed individuals now and in the future.

We aim to prepare our children through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- develop spiritually, morally, socially and culturally
- know and understand what constitutes a healthy lifestyle;
- prepare for risks and opportunities of today's world
- stay safe, healthy and prepared for life online and offline.
- be aware of safety issues, including the dangers of drugs and alcohol
- understand what makes for good and healthy relationships with others;
- understand and manage their emotions;
- value themselves and respect others;
- acknowledge and appreciate equality, difference and diversity;
- be independent and responsible members of the school and the local community;
- be positive and active members of an inclusive democratic society;
- develop self-confidence, self-worth, self-esteem and make informed choices regarding personal and social issues;
- safeguard the environment;
- develop good relationships with other members of the school and the wider community.

PSHE Curriculum Planning

Our PSHE scheme of work is taught for 5 terms and is taken from 'Think & Thrive' by Thoughtbox. Think & Thrive is a progressive curriculum to help young people connect with the world and feel empowered within it. The primary school learning journey helps young people to immerse, understand and explore in a changing world. Lessons help to develop the knowledge, skills and practices for thriving using the principles of self-care, people-care and earth-care.

Each term focuses on a different aspect of PSHE which is taught across the school and reinforced through assemblies, the school's key drivers, whole school events, displays and communication through the website and newsletter. Online Safety is taught at least once per term in KS2 as well as discreetly when using computers. We use a 'Triple well-being' approach where self-care, people-care and earth-care are used as the three overarching topics that children visit every year. Children start each year looking at self-care. This topic includes lessons on subjects such as identity, happiness, family and culture. Next, children focus on topics related to people-care such as equality, justice, home, kindness and care. Here it is about taking care of each other, appreciating that it's our diversity which strengthens us, and a shared respect that unites us. Finally, children move on to earth-care where we look at taking care of our planet, revitalising ecosystems for a vibrant and sustainable future for next generations. These lessons cover topics such as changing climates, waste, water, food and clothes. Using this 'Triple well-being' approach means that children can again a clearer understanding that our actions affect not only ourselves, but the wellbeing of our communities and our planet. It's about making intentional choices that benefit all life today, and help pave the way for a healthier tomorrow.

We also teach RHE/RSE for one term a year and we use 'Growing up with Yasmine and Tom' to support this learning. Yasmine and Tom has been created by the Family Planning Association and is in line with the DfE's statutory framework. The objective of Relationships and Sex/Health Education is to help and support young people through their physical, emotional and moral development. RSE/RHE will promote the spiritual, moral, cultural, mental and physical development of pupils in our school and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and ask questions which will be answered age appropriately and honestly, in a way that respects diversity of cultures and family forms.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age appropriate way, we will cover how to treat each other with kindness, consideration and respect. By the end of primary school, children will have been taught content on: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Health Education

Health education aims to give your child the information they need to make good decisions about their own physical health and wellbeing, to recognise issues in themselves, and others, and to seek support as early as possible when issues in themselves and others, and to seek support as early as possible when issues arise. By the end of primary school, children will have been taught content on: mental wellbeing, internet safety, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.

Sex Education

We believe that pupils should be given the opportunity to access a curriculum which prepares them for the changes that adolescence brings. At Ashton Gate, we are choosing to provide our pupils with a sensitive, age appropriate curriculum which includes the components of Sex Education.

Our aims:

- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To help support young people through spiritual, physical, emotional and moral development.
- To work in partnership with parents, families and the wider community to promote positive relationships and provide effective support for young people.

Inclusion

We teach PSHE to all children, regardless of their need, ability or age. Our teachers provide learning opportunities matched to the individual needs of children; sensitivity is applied in respect of children's individual needs and backgrounds. In RSE, parents and carers continue to have the right to withdraw their child from Sex Education, but not Relationships or Health Education.

Assessment and Recording

Teachers assess work in PSHE by making informal judgements as they observe them during lessons and through discussion. At the start of each unit of work, teachers gain a baseline assessment and tailors the learning accordingly. Teachers then repeat the baseline assessment at the end of the sequence of lessons to ensure understanding has taken place. At the end of each unit, teachers assess each child's knowledge on the topic. For example, the question 'where do our clothes come from?' might be asked at the start of a unit to assess children's prior understanding. That same question will then be used at the end of the unit so teachers can assess their classes developed understanding of the topic.

Monitoring and Review

The PSHE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support 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 school. Pupil voice across all year groups is gained termly to ensure that all learning is relevant and valued. Subject leaders use this to amend planning and provide staff support where necessary.

The policy will be reviewed every 2 years.

Written and approved: July 2026

Review: July 2028