



PRSHE Policy

2025-26

Teaching and Learning in PRSHE

In order to effectively explain each of our subject areas, key documentation is established by the subject leader and shared with all relevant teaching staff. This documentation includes:

- The Subject Policy
- The Subject Long Term Plan
- The knowledge and Skills Progression Document

These documents collate, and clearly outline the expectations, coverage and implementation of the PRSHE curriculum.

Statutory Information

Relationship and Sex Education (RSE):

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education). The guidance also states that, 'children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and staying safe both on and offline.

As part of RSE, children will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society.

Teaching in the Early Years and Foundation Stage will differ and will be child led to reflect the interests of the children and the needs of the school. Children will take part in circle time and discuss topics and themes that at their level. Teachers will use Picture News and stories to assist in teaching the above.

Subject leadership Documentation

In addition, subject leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is updated regularly.

- **Subject review** – an audit of the subject is completed annually RAG rating the effectiveness of the subject identifying subject priorities.
- **Subject Action Plan** – Developed using the School Development Plan priorities and the end of year audit to establish next steps as we continue to strive to improve each subject area.
- **Monitoring Cycle** –Our Learning Enquiry approach ensures the monitoring of PRSHE. Our carefully scheduled book looks, learning walks, planning/resource checks, pupil voice and staff voice. All

findings are collated; feedback is shared and next steps are actioned. Planning and resource checks are completed at the start of the unit for the Design Technology team to ensure no learning is lost.

Delivery of PSHE

Our PSHE curriculum is taught every week based on the PSHE associations question based model curriculum looking at three key areas: Living in the Wider World, Relationships and Health and Wellbeing supplemented with picture news. This is to ensure sufficient coverage so that the knowledge and skills are taught.

Lesson content

In support of foundational understanding of PSHE, key components of lessons have been established in conjunction with teaching performatives to support class teachers with consistent delivery lesson-by-lesson.

Our PSHE lessons will include in the following order:

- **Short term retrieval** – A question linked to PSHE linked to previous assessment gaps or retrieval of current or recent topic.
- **Protected Characteristics and British Values** – As each PSHE lesson begins, the teacher and children will also discuss the protected characteristics (as outlined on the LTP only covering the one on the LTP) and recapping all of the British Values.
- **Vocabulary** – Relevant, art specific vocabulary is shared, defined and repeated by the children. These words will be used throughout the lesson to ensure purposeful discussion.
- **Sequence of the lessons:** All cycles will follow this process; some stages might last more than one lesson. Before sharing the learning objective, the full cycle will be displayed and the children will be made aware of what stage of the process they are at.
- **Core 10 strategies** – Evidence based, high quality teaching strategies are employed where appropriate encouraging modelling, retrieval strategies, accurate assessment and purposeful reflections by learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of teaching and learning by subject leaders and senior leaders. In order to evidence PSHE effectively, the following strategies have been implemented:

- **Whole school** – evidenced in floor book – 2/3 pieces per half term plus 1 picture news.

The Class Teacher assesses the performance of children after each unit based on the knowledge and skills they have demonstrated over time. The teachers are encouraged to formatively assess throughout the entire sequence, ensuring proactivity and responsiveness to the needs of the children. Feedback can be verbal or written. The use of bespoke end of unit quizzes, that have been designed by the subject leads, also assess knowledge. These judgements will be recorded termly on Arbour

following each unit of work. The Subject Lead will moderate assessment judgements in-line with the school's assessment calendar. All year groups use the PRSHE progression document to plan lessons, ensure progression, and assess learning.