

MERSTONE SCHOOL



PSHE POLICY

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Date: September 2025

To be reviewed: September 2027

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1. Aims and objectives

At Merstone School Personal, Social, Health and Economic Education (PSHE) is at the centre of all we do; PSHE is a non-statutory subject. There are aspects of PSHE that we are required to teach. Relationships Education is delivered to our primary age pupils and Relationships and Sex Education (RSE) is delivered to our secondary age pupils in line with 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021' government statutory guidance, when deemed appropriate. In line with this guidance Health Education is delivered to both primary and secondary age pupils. As a SEND School we tailor our contact and approach to meet the needs of pupils at various stages of development. Please see our RSE policy for more information regarding this.

- The policy statement outlines the purpose, nature and management of the PSHE taught and learnt in the school.
- It reflects the consensus of opinion of the teaching staff. It has been compiled as a result of staff discussion and has been agreed by the Governing body.
- Implementation of the policy is the responsibility of all staff and will be monitored by the PSHE Subject Leader and the Head Teacher.
- At all times we aim to promote independence and personal development (including social development) and we see this as a fundamental aspect of education at Merstone School which supports personal growth and underpins all other learning.

1.1 Through our PSHE curriculum, we aim that our pupils will:

- Develop spiritually, morally, socially and culturally
- Acknowledge and appreciate difference and diversity
- Develop self-confidence and self-responsibility
- Value themselves and others
- Be, as much as possible, independent, responsibly and active members of the school and local community
- Learn to make informed choices
- Be participants in a positive, democratic society
- To experience and maintain positive relationships
- Understand what constitutes a safe and healthy lifestyle
- To understand and manage their emotions
- Have opportunities to consider issues which may affect their own lives and / or the lives of others
- Enjoy all their rights as set out in the United Nations Convention on the Rights of the Child (UNCRC)

2. PSHE and Citizenship curriculum planning

Across our school, PSHE is either taught as a discrete subject or within a wider adapted scheme of work that ensure key principles are addressed and built upon each year. Also, our religious education curriculum supports certain aspects of the PSHE and citizenship key principles.

Our PSHE and citizenship schemes of work include; Equals curriculum, PSHE Jigsaw and ASDAN transition challenge.

We also develop PSHE and citizenship through various activities and whole school events, for example the Harvest Festival, Charity projects, school council, PSHE week, Children's Mental Health week.

Each teacher is required to complete a Medium-Term Plan identifying aims and objectives for the term following the department overview and schemes of work. During the lesson, pupils may be working as an individual, with 1:1 support, as part of a team or partnership, or may be involved in a whole class activity. The activities should be varied enough from week to week in order to appeal to and cater for all levels of ability and focus. Personal circumstances should always be taken into consideration and activities or groups may be based on what is required for the specific pupils in each class.

2.2 Resources

We keep resources for PSHE and citizenship in a central store and use a range of appropriate websites. Our PSHE and citizenship subject leaders holds a selection of reference materials for teaching sensitive issues. Our family support workers also offer bespoke sessions when needed with individual pupils to address sensitive issues. We also have external providers come into school to provide workshops around specific areas of the curriculum.

PSHE throughout Merstone School

We believe that PSHE and citizenship should enable children to become healthier, more independent and more 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 and in doing so will help them promote a sense of self. We teach them how society is organised and governed; we ensure that the children experience the process of democracy through participation in class management. We teach children both about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

We teach PSHE and citizenship in Early Years as an integral part of topic work. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Early Years, when we teach 'how to develop a child's knowledge and understanding of the world'.

Moving throughout the school pupils split into different departments and pupils continue to take part in and learn about PSHE in discreet lessons which are focused around relationships education and Health Education or through a sensory, play-based learning curriculum that incorporates vital aspects of PSHE. Teachers plan lessons which are focused on specific areas which support pupils to learn and understand more about the key areas required to be taught to pupils at this age, however this needs to be adapted to their learning needs and abilities carefully. Life skills are a thread which

runs throughout the PSHE curriculum and this starts at the very beginning of a pupil's journey at Merstone School and continues beyond their academic journey at our school.

3. Assessment and recording

PSHE and Citizenship are assessed through our Earwig assessment system, across all departments and different frameworks specific to each department; for example, semi-formal and SCERTS.

PSHE and Citizenship are also assessed through ASDAN in Diamonds and Emerald 3.

4. Monitoring and evaluation

The PSHE and Citizenship Subject Leaders are responsible for monitoring the standards of pupil's work and the quality of teaching the subject, this is done through moderation of the subject within school and with our SEN link schools, book scrutiny and planning scrutiny.

The subject leaders support colleagues in the teaching of PSHE and citizenship, 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 leaders are also responsible for reporting to the head teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

5. Links with other policies

Although this policy is the key document for information about our approach to PSHE, we also have the following policies, either joint or individual, to support our PSHE policy:

- RSE policy
- Positive Mental health and Wellbeing policy
- Anti-bullying policy