



PSHE Policy

2024-25

INTENT

Rationale

At Lyng Primary School, our personal, social and health education helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We aim to help children understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils. Through our cyclical approach to teaching the PSHE topics, we aim to equip our children with a range of skills that will deepen their overall personal development. PSHE is explored throughout all subjects including stand-alone lessons which occur across KS1 and KS2.

Barry the Butterfly – our PSHE expert.









Following the KAPOW curriculum enables teachers to recognize the key characteristics of PSHE experts in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chosen by the School Council, Barry the butterfly is our personal development expert in school.

Our PSHE Curriculum is designed to allow pupils to develop the following key characteristics for their own personal development:

KS1/KS2

As a Lyng pupil, I will aim to:

-  •Reflect on how we can be the best versions of ourselves.
-  •Celebrate our differences and enjoy how we are all unique.
-  •Discuss our dreams and goals and how we can achieve these.
-  •Promote healthy lifestyles; including diet and exercise.
-  •Talk about relationships and our roles within them.
-  •Prepare for our journey of change for the upcoming years.

IMPLEMENTATION

Planning

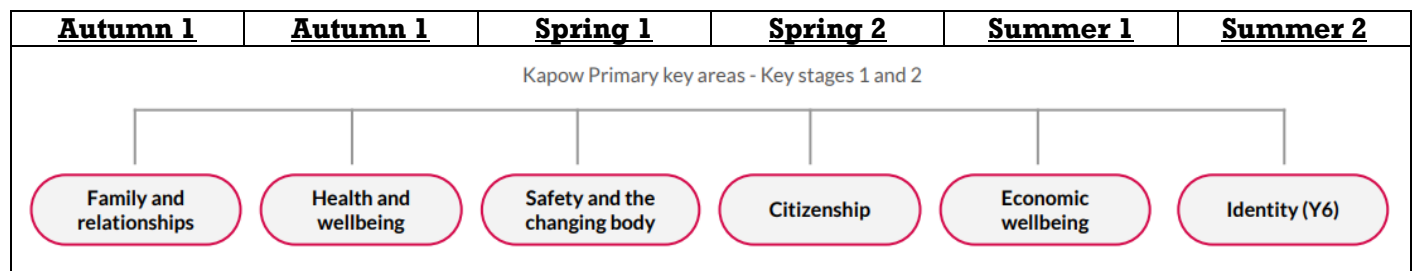
PSHE (including RHE) planning is completed via KAPOW scheme of work. Staff use this resource to follow the current topics and to ensure coverage as per the government guidelines. Staff include PSHE on their Medium Term Planning document.

Early Years Foundation Stage (EYFS)

PSHE is delivered in Reception as part of Understanding the World learning outcomes. It is an integral part of practical work through child-initiated and adult led activities. The children are given the opportunity to develop their personal skills by completing challenges and tasks suited to promote independence, or team-building activities.

KS1 and KS2

KS1 and KS2 follow the yearly scheme as stated below. The children across the school cover each topic at the same time i.e. Being Me in My World is taught across the school during Autumn 1. This allows children to revisit key personal development areas each year but on a deeper level as they progress through the school. Each topic is introduced to the whole school during an assembly at the beginning of each half term. This is led by the PSHE lead.



Secrets of Success:

We also follow Chris Quigley's 'Secrets of Success' which promote healthy learning behaviours that lead to personal and academic success. These are:

- Improve
- Imagine
- Work Hard
- Try New Things
- Don't Give Up
- Concentrate
- Understand Others
- Push Yourself

Commando Joe

Every year group are scheduled to complete a half term block of Commando Joe sessions (led by our PE Lead) within the academic year and at least one session with their class teacher every half term. Commando Joe sessions teaches the RESPECT Framework. This forms the backbone of a child's character education. It is not just about knowing facts; it is about embodying traits that make the children resilient and confident.

RESPECT Framework:

Resilience: Teaching kids to bounce back, adapt, and face challenges head-on.

Empathy: Fostering understanding, kindness, and compassion.

Self-awareness: Helping young minds recognize their unique skills and talents.

Positivity: Encouraging an optimistic mindset.

Excellence: Striving for personal bests.

Communication: Building effective communication skills.

Teamwork: Learning to collaborate and support one another.

CPD

Where appropriate, members of staff, usually the coordinator, are sent on relevant courses. The content of these courses is then shared with the rest of the teaching staff. For PSHE/RHE, all teaching staff have received bespoke training from the Local Authority PSHE Lead to help build their confidence with teaching the subject. The impact of this training is then monitored and recorded through the subject leader's leadership log.

Marking and feedback

PSHE lessons are marked in accordance with the marking policy (see marking policy).

Monitoring

PSHE is part of the foundation subject monitoring cycle, as part of this cycle lessons and books are monitored. Pupil voice is also captured via School Council feedback and staff-pupil conferencing.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND children are able to easily access the PSHE lessons and content as the focus is mainly on the pupil's own voice and opinions. Questioning is differentiated to help support the children who may not have personally experienced or developed a key social skill.

G&T

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template. The record includes those who are considered Gifted and Talented via 'Secrets of Success'. These are the pupils who teachers regularly challenge through their questioning; allowing these pupils to consider other perspectives and not just their own. They are also challenged through killer questions that include questions or activities that challenge the pupil's thinking.

Aspirations

At Lyng, we hold an 'Aspirations and Careers Week' where the children complete workshops or attend assemblies led by professionals from a range of careers linked to all of the subjects taught at school. This allows the pupils to consider their future goals and how to achieve them. During this week, the

children develop a greater understanding of how a subject can link to a career and why it is important to work hard within this subject to achieve success in their later life.

IMPACT

By the time the children leave Lyng Primary School, they will be well-rounded, thoughtful individuals who have had the opportunity to personally develop as they have progressed each year. They will understand the criteria for their own personal success (via 'Secrets of Success' and the RESPECT framework) and how to continually promote this throughout the rest of their academic futures.

Assessment and Moderation

Children's progress in PSHE is assessed through success criteria in lessons with the progress against these informing the marking of that child's work. In addition to this at the end of every term, the class teacher is expected to upload judgements of their progress and attainment to SIMs programme of study tracking (taken from KAPOW's assessment framework). Children are assessed as one of the following:

Code	Meaning	Support
U	Unable to assess	Not sufficient evidence to make a judgement.
E	Emerging	Heavily scaffolded – accessing the objective with resources.
D	Developing	Uses age appropriate scaffolding.
S	Secure	Independent application.
M	Mastered	Application outside the lesson independently.

Teachers are to make judgements not only from KAPOW framework, but the wider curriculum and opportunities (e.g. observations made during Commando Joe sessions, extra-curricular trips and visits etc.)