



# PSHE Policy 2026 -2027

## Rationale

At Overchurch Junior School it is our intent to provide the best start in life for all pupils in our care by providing a broad, balanced and enriching curriculum. We intend that our pupils acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, we will teach the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We provide a framework in which sensitive discussions can take place. We will prepare pupils for puberty, and give them an understanding of their development and the importance of health and hygiene. We will help pupils develop feelings of self-respect, confidence and empathy. We will do so by creating a positive culture around issues of wellbeing and relationships.

We intend to teach children to be responsible, look after others and make positive contributions to society.

The needs and interests of all our pupils, irrespective of gender, culture, ability or aptitude, will be promoted through the inclusive and varied PSHE curriculum at our school. We intend to deliver a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life
- helps to develop skills and attributes such as resilience, self-esteem, risk management, teamworking and critical thinking in the context of three core themes: **health and wellbeing, relationships and living in the wider world** (including economic wellbeing and aspects of careers education)
- promotes our 'RESPECT' values
- supports and complements school policies on: Child protection/Safeguarding,

## Extremism, Bullying, Relationships and Sex Education, Online Safety

- links to knowledge gained and learning in other subjects
- PSHE gives pupils the opportunity to consider what the knowledge they are acquiring, and their understanding of it, means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives
- Addresses diversity issues and ensures equality for all through the range of resources and materials used and situations discussed
  - Helps children to develop a respect for the abilities of other children, encourages them to collaborate and cooperate across a range of activities and experiences.
- Engages all children and entitles them to the same high-quality level of teaching and learning opportunities.
- Is in line with the expectations set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for 2020

## Curriculum Design

- PSHE is taught by class teachers during a weekly, timetabled lesson.
- Through Years 3 to 6, the children are taught the PSHE Association Programme of Study based on the three core themes for KS2:
  - Core Theme 1: Health and Wellbeing
  - Core Theme 2: Relationships
  - Core Theme 3: Living in the wider worldThese areas are taught using My Happy Mind and supplemented with materials from the PSHE Association, Pol-Ed and Picture News.
- A spiral curriculum is offered in order to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- The teaching sequence of core themes is planned to help pupils recognise their PSHE education as relevant and applicable across many important areas of their lives.
- In addition to the planned, recurring topics it is important that issues are addressed when they arise due to the needs of the children at a certain time including questions which may be asked. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns.

- Planned enrichment days/weeks will be used to develop and extend the school's planned PSHE education programme.
- Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education and so pupils are given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.
- Pupils bring differing levels of knowledge and understanding to any issue explored through PSHE education and often this prior learning is more complex than might be assumed. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge.
- A safe learning environment is established within each class by having clear 'ground rules' and a confidentiality policy that is understood by all (adults and children).
- Teachers should be careful to ensure that they do not set up polarizing debates in PSHE lessons.
- It is essential that lessons are sensitive to a range of views but must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information.
- Parents are aware that they cannot withdraw their child from Health Education or Relationships Education. Parents are encouraged to discuss any issues or concerns they may have about subjects covered in PSHE with the subject leader.

### MyHappyMind

MyHappyMind is a programme used to promote a culture of resilience, self-esteem and individual character. Throughout, children are encouraged to explore themselves as a unique individual (personality, strengthen their relationships with friends and family, managing their own emotions and celebrate their milestones and achievements).

MyHappyMind is taught across five modules and each introduces a new set of content and habits to help children build resilience, self-esteem and confidence.

The Five Modules:



## Outcomes

Outcomes in PSHE demonstrates a broad and balanced curriculum which ensures that pupils are given the opportunity to become responsible citizens who have the skills and knowledge to make positive choices. The sensitively mapped curriculum ensures that pupils become 'Life Ready', having built their own bank of knowledge and behaviours to equip them with life beyond Overchurch Junior School.

Pupils will know more, remember more and understand more.

## Assessment

Children's work in PSHE is assessed by making informal judgements as we observe them during each PSHE lesson. Work is often photographed as evidence of different skills being taught. The My Happy Mind journals will provide the basis for the summative assessment at the end of the year.

## Monitoring and Review

The PSHE subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in PSHE

- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught

- Supporting colleagues in the planning, teaching and assessment of PSHE Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources.

- Evaluating the strengths and weaknesses in the subject and highlighting areas for further

improvement on the school action plan.

Monitoring of the subject will take place termly and will involve:

- Planning and work scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks

**Signed by:**

**PSHE/RSE lead:** S. Elwill

**Head Teacher:** A. Sheridan

**Chair of Governors:** M. Elliott

**Next review:** Sept 2027