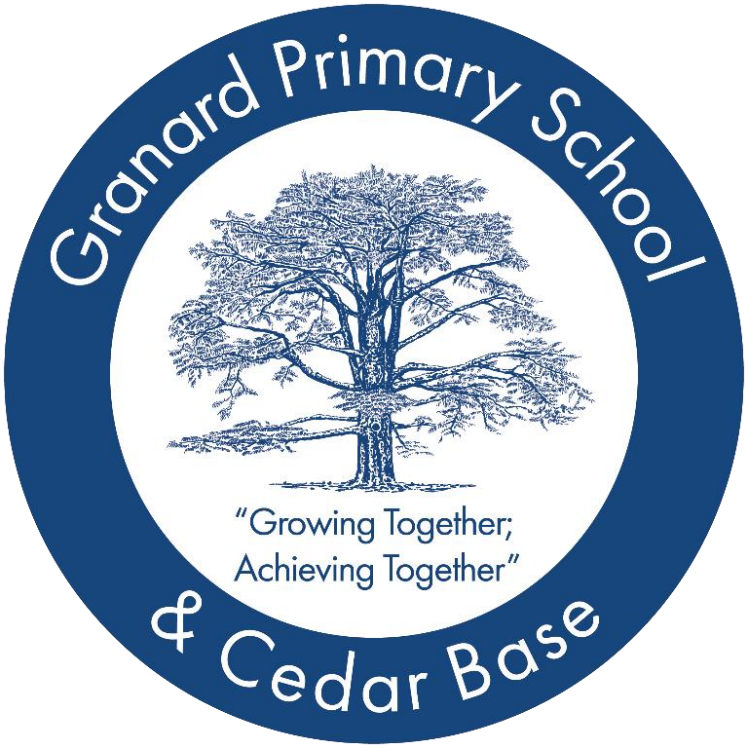
Granard Primary School



PSHE Policy

May 2026

Review Due: May 2029

Aims

Granard Primary School aims to develop and secure independent learning attitudes and achieve high levels of progress, so that our children develop to their full potential. In order to achieve this, children need to develop and embed personal and social skills and understanding to maximise their learning. They need to feel part of a safe and secure environment, where they are valued, safe and happy and they need to be able to know who/where they can get help if a situation arises.

Moreover, we aim to provide a programme of study for PSHE which enables our pupils to develop the necessary knowledge, skills, attitudes and values to make informed decisions, so that they can become thoughtful, respectful and responsible citizens of the future.

At Granard Primary School, we encourage our pupils to have an active and positive role in contributing to the life of the school and its wider community. Through ensuring our pupil voice is strong, we help develop children's independence and responsibility and create a strong sense of self-worth.

Children's wellbeing, happiness and safety are our highest priorities, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

We aim to:

- Provide an approach to PSHE which develops from Nursery to Year 6 and provides a foundation for further learning at secondary level
- Build on our pupils' existing knowledge and foster an understanding of what they already know
- Contribute to the expectations of the Education Reform Act (1988) by promoting the spiritual, moral, cultural, mental and physical development of our pupils

The overarching aim for our PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- The skills and understanding they need to lead healthy, safe, fulfilling, independent, responsible and balanced lives
- Opportunities to explore, clarify and, where necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- Preparation for the opportunities, responsibilities and experiences that they face now and in adult life
- Information about keeping physically and emotionally healthy and safe
- Opportunities to understand that all actions have consequences and how they can make informed choices that benefit themselves, others and the environment

Living in the Wider World:

- Know the importance of responsible actions, including first aid, fire safety, road safety etc.
- Be responsible and independent members of the school and the wider community
- Be positive and active members in a democratic society
- Understand the importance of respecting and protecting the environment
- Develop self-confidence and make informed choices about personal and social issues
- Form positive relationships with members of the school and the wider community
- Learn where money comes from, how to keep it safe and the importance of managing it effectively
- Develop a positive attitude and respectful curiosity towards their own and others' cultural, religious and ethnic backgrounds

What is PSHE?

PSHE education is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives, both now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes children need to thrive as individuals, friends, family members and members of the wider society.

PSHE education is supported by the National Curriculum (Section 2.5), which states that all schools should make provision for PSHE and must provide a curriculum that is broadly based and balanced, meeting the needs of all pupils. Such a curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.

At Granard Primary School, we use the statutory content from the National Curriculum and additional sources (e.g. KAPOW) to support the reaching of drugs education, financial education, relationships, sex and health education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Computing Policy
- Confidentiality Policy
- Drugs Education Policy
- E-safety Policy
- Equality Policy
- Health and Safety Policy
- RE Policy
- Relational Policy
- RSHE Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

At Granard, PSHE includes:

- Personal and Social Development
- Drugs and Alcohol Education
- First Aid Education
- Relationships, Sex and Health Education
- Behaviour Management
- Pupil Voice (School Council, Prefects, House Captains and Eco Warriors)
- Online Safety
- Anti-bullying

PSHE provides opportunities for adults and children to counteract stereotypes through class and group discussions, the use of a wide selection of current and relevant books and/or resources (via the Wandsworth Learning Centre), and the sharing of children's own experiences.

Responsibility for PSHE at Granard

Overall responsibility for PSHE at Granard lies with the PSHE Leader and the Headteacher. However, PSHE underpins everything we do at Granard, including other curriculum areas, playtimes, lunchtimes, assemblies and general day-to-day activities. We therefore expect all staff to play a role in maintaining our caring ethos and high expectations at all times and to ensure that any safeguarding concerns are addressed in accordance with our Safeguarding Policy.

Our Objectives

We aim to provide opportunities through a programme of study that enables our pupils to develop the self-awareness and confidence to:

- Have a healthy and balanced lifestyle
- Manage risk and change
- Understand resilience and develop strategies to build it
- Respect diversity and demonstrate cultural awareness of others
- Understand equality, including the rights and responsibilities of others
- Understand a variety of relationships and know how to manage them
- Develop a sense of identity
- Begin to prepare for adult life

This will help children to:

- Value their own achievements
- Recognise and consider risk and meet the challenges of life now and in the future
- Identify their personal values and strive to live up to them, while encouraging others to try their best

Inclusion

At Granard Primary School, we teach PSHE to all children. PSHE forms part of the school's Curriculum Policy and we provide a broad and balanced education for all pupils. Through PSHE lessons and discussions, we provide learning opportunities that enable all children to make progress by setting suitable learning challenges and responding to differing needs.

Provision for Children with SEND

- Nurture Support: children have planned slots where they access their learning while developing social skills, emotional understanding and strategies such as anger management, supported by adults and peer role-modelling
- Therapeutic counselling: there are a range of services on offer to children including a referral drop-in service for children to share their worries and concerns
- Open-door policy and regular contact with parents working in partnership with the school
- Strong, trusting relationships with the Senior Leadership Team and other members of staff
- High-quality Teaching Assistant support to provide ongoing support in PSHE where needed
- Learning Mentors, including both peer-to-peer and adult-to-pupil support

Outcomes

Impact on Pupils at Granard

It will help children to:

- Relate positively and respectfully to the local community
- Raise standards of achievement by enabling children to feel more secure, motivated, confident and independent in their own learning
- Promote equal opportunities and develop empathy towards others
- Improve their physical and mental health

Impact on Society

Society will gain:

- Healthier and more active children
- Confident children who can participate in community affairs
- Children who are able to intrinsically show respect and empathy towards others

Personal Development Outcomes

This will help the children to:

- Understand what constitutes a healthy lifestyle
- Maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues, including how to respond in an emergency (e.g. first aid)
- Manage change, including puberty, transition and bereavement
- Develop and maintain healthy relationships across a range of social and cultural contexts
- Recognise and manage emotions within different relationships
- Identify negative relationships, including bullying and abuse, and know how and where to seek help
- Respect equality and diversity in relationships and the wider community

Contribution to School Life

It will help children to:

- Understand the importance of responsible behaviour and actions
- Become responsible and independent members of the school community
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues

Living in the Wider World

Children will:

- Be positive and active members of a democratic society
- Understand the importance of respecting and protecting the environment
- Develop positive relationships within the school and wider community

- Understand where money comes from, how to keep it safe and the importance of managing it effectively

Our Approach to Personal, Social and Health Education

PSHE is taught through a range of approaches, used in combination at different times:

- Discrete curriculum time, enabling clear planning for identified provision and easier monitoring
- One lesson per week using KAPOW Scheme of Work for lesson plans and resources
- Teaching and embedding PSHE across other subjects/curriculum areas
- Promoting a strong pupil voice is a key aspect of the school day
- PATHS assemblies delivered within in Phase Assemblies (10 sessions per year)

Discrete Provision

This includes separately planned curriculum time during which specific themes are taught. This approach has the advantage of enabling clear planning for identifiable provision and supports effective monitoring.

Early Years

At Foundation Stage, Personal and Social Development is planned on a daily basis and draws on child-initiated activities and identified needs. Staff track which objectives are being addressed each week ensure that all Foundation Stage curriculum objectives are covered over the course of the year. Many objectives are revisited regularly in response to the needs of the children.

Reception children are introduced to the KAPOW programme; however, they are not expected to follow it rigidly, allowing teaching to be responsive to individual needs.

KS1 and KS2

Areas taught by each year group include:

- Teachers use KAPOW (1 lesson per week)
- Phase Leaders use PATHS resources in Phase Assemblies (10 sessions per year)
- Resource Base – PSHE is taught using a combination of KAPOW and *So Safe* resources and lessons, with learning tailored to pupils' needs. Opportunities for Base children to integrate into the mainstream for PSHE are encouraged and welcomed

Provision through Other Subjects/Curriculum Areas

Provision for some aspects of PSHE is delivered through other subjects:

- English – Skills in enquiry and communication; stories that explore aspects of personal and social development; opportunities for discussion and debate
- Mathematics – Aspects of financial capability, including counting and sharing
- Science – Drugs (including medicines); relationships and sex education; health; safety, first aid; and the environment

- Design and Technology – Health and safety; healthy eating; use of technology to support SEND etc.
- Computing – Media literacy; managing risk; finding and evaluating information online; online shopping and gaming; AI and fake images; online abuse; financial exploitation
- History – Use of sources; causes and consequences of historical events; diversity within societies studied; significant people, events and experiences of people from the past; Black History Month
- Geography – Environmental issues; sustainable development; land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries
- Art and Design – Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- Music – Making the most of abilities in playing or singing; exploring cultural diversity and its value and expression
- PE – Health and safety; development of personal and social skills through team and individual activities, games and sports
- RE – Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- Charity/good causes – School Council donations to foodbanks; visiting the local care home

PSHE Activities

At Granard, PSHE is embedded in daily school life. We believe in addressing issues as they arise and our ethos is driven by consistently high expectations of all pupils. Children are encouraged to discuss their feelings, celebrate their achievements, take responsibilities, set themselves targets, listen to others, contribute and collaborate in groups, make decisions and respect each other.

Children and staff have agreed a PSHE Code of Practice (see Appendix 1), which outlines ongoing activities and expectations and ensures that PSHE underpins everything we do.

In addition to the Code of Practice, we also provide:
- Weekly Phase Assemblies
- Weekly Achievement Assemblies
- House Captains; Prefects; School Council; Well-being Ambassadors; Digital Leaders and Eco Warriors
- Fortnightly newsletters to parents, celebrating achievements
- Learning Mentors (peer and adult)

School Events

Opportunities also arise for children to plan and work together under different circumstances. Through volunteering, participation and reflection, children are able to develop new skills, qualities and characteristics. These opportunities may include:
- School journeys
- School visits
- Bedtime stories (Book Week)
- Sporting events
- Whole-school celebrations
- Fundraising events, such as cake sales and fairs
- Whole-school productions
- Charity events
- Leavers' assemblies and parties

Teaching and Learning

All members of staff will deliver PSHE as appropriate within their year group. Delivery may be through a variety of approaches, including:

- Cross-curricular topics
- Science lessons
- External visitors such as the police and school nurse
- Theatre in Education, including Loud Mouth assemblies
- Story time
- Circle time
- Drama
- Draw and Write
- Road Safety
- Safety education, including water, electricity and fire safety

A range of teaching methods is used to cater for individual learning styles. The role of the teacher is to act as an effective facilitator by providing support, sharing knowledge and acknowledging the value of the pupils' experiences and contributions.

Teaching approaches encourage active learning, enabling children to engage in discussion, take part in enquiry, and use creative methods such as art and role-play. Pupils are supported to explore their own and others' feelings, views, experiences, attitudes and values.

Planning

Class teachers are responsible for planning PSHE, using their professional judgement to adapt the Schemes of Work to ensure they are accessible and appropriate for both their class and individual pupils.

All planning should include clear learning outcomes and incorporate time for reflection on personal and social development. Circle times may not always be planned in advance and may occur in response to a specific incident.

Organisation and Management

When sensitive issues are being addressed, we would encourage all teachers to give careful thought to:

- Arranging the room
- Setting a positive climate
- Setting the ground rules
- Managing discussion
- Ensuring that any safeguarding concerns are treated in line with the Safeguarding Policy.

Use of Visitors

Wherever possible, the class teacher will deliver PSHE in order to build on the trust and openness established the teacher-pupil relationship. External visitors, such as the police, school nurse and other professionals, are used to support the programme where appropriate. The Headteacher is responsible for making the final decision regarding the suitability of visitors.

Parental Involvement

We are committed to working in partnership with parents. We believe that PSHE should complement the personal and social development children receive at home. We regularly consult parents on issues relating to PSHE, particularly those centred around RSHE and drug education. This helps to promote a shared understanding between home and school and reinforces key points of learning. We also have a Home School Agreement, which supports parental involvement in school life and ensures that our pupils and parents are clear about expectations from the outset.

Community Involvement

We are continuing to develop links with a range of community partners to enhance our PSHE provision. We already maintain strong relationships with the local police, allotments, TFL, Recycling Centre, the Magistrate's Court and Ashburton Foodbank. We also work in partnership with Wimbledon High School and Chelsea Football Club on a range of initiatives, many of which support PSHE development (e.g. planting projects).

Assessment, Recording and Reporting

In PSHE, assessment takes place at three key stages:

1. Baseline – assessing children's existing knowledge at the start of a topic
2. During a topic – monitoring progress and building on from Baseline
3. At the end of the topic – evaluating children's knowledge and understanding at the end of a topic

By clearly defining learning outcomes, teachers are able to make informed judgements about whether pupils have achieved the intended outcomes. However, assessment in PSHE is not designed to imply failure, instead, we use this assessment tool to identify which concepts require further development or revisiting. We recognise all achievements in PSHE and celebrate these in achievement assemblies and through general day-to-day communication.

Children's development in PSHE is also shared with parents through 6R and Values certificates. Parents have opportunities to discuss PSHE during termly parents' evenings, where they can review work completed in books and talk with class teachers.

Monitoring and Evaluation

The following strategies are used for monitoring and evaluation:

- Planning is reviewed to ensure lessons are appropriating structured, learning outcomes are clearly identified and work matches the needs of all children
- Classroom observations are carried out to ensure that PSHE is delivered to a high and effective standard
- Where appropriate, the PSHE Leader will work alongside class teachers to plan and, if required, team-teach, facilitating regular discussions about children's learning and progress
- The PSHE Leader may engage with the School Council to discuss areas of PSHE when addressing their classes

Policy Review

Last Reviewed: May 2026

Review Due: May 2029

Approval

Approved by: PSHE Leader: ……

Name: …….

Headteacher: ……

Name: …….. Date: ……

APPENDIX 1

PSHE Code of Practice

* Co-operative group work will regularly take place (at least once every half term).
* All children will be encouraged to make positive comments about each other and their work.
* Every child will be given the opportunity to express their opinion.
* Every child will have their birthday recognised in class.
* Every child will be given special responsibilities at some time throughout the year.
* Every child will be encouraged to be responsible for their own actions and their effects on others.
* Every child will have at least one piece of named work displayed every year.
* Every child will be encouraged to take responsibility for their own possessions and the classroom.
* Every child will be encouraged to take responsibility for their own learning.
* Every child will be encouraged to manage their own problems and deal with situations assertively but sensibly, in line with the school's Behaviour Policy.
* Every child must adhere to class and school rules and will be encouraged to understand what is right and wrong.
* Every child will be encouraged to follow a healthy lifestyle.
* Every class will have a timetable on display and children will be aware of the class routine.
* Every class will devise and display a Rights and Responsibilities chart at the beginning of the academic year. (In Nursery this will take place during the spring or summer term once all children are settled in).
* Every class will award 6R Certificates, Values Certificates, House points and implement the Silver, Gold and Platinum merit system.
* Where possible, the school will support any community initiatives.
* Every adult will do their best to provide time to listen to children on a 1:1 basis when necessary.
* A worry box is established in every class.
* Every adult will promote a positive attitude to individual differences through discussion, circle time, stories, assemblies and visitors.