



## **PSHE Policy 2024-25**

Personal, Social, Health and Economic (PSHE) Education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the essential life skills, knowledge, and attitudes to lead healthy, productive, and fulfilling lives, and thrive as individuals, family members and members of society.

At Stepping Stones we recognise the fundamental importance of equipping our pupils with the knowledge, skills, and attitudes necessary to navigate the challenges of their personal, social, health, and economic lives. Our PSHE Education Policy outlines our commitment to providing a comprehensive and age-appropriate PSHE curriculum that fosters holistic development, it underscores our dedication to nurturing well-rounded individuals equipped with the knowledge and skills to thrive in a complex world. We ensure that our pupils are prepared to make informed decisions, build meaningful relationships, prioritise their well-being, and contribute positively to society.

### **Intent**

The Stepping Stones PSHE education program has been developed to empower our pupils to lead healthy, responsible, and fulfilling lives, both during their time at Stepping Stones and beyond. Through our PSHE curriculum, we aim to:

- Develop pupils' self-awareness, emotional intelligence, and resilience.
- Foster positive relationships, communication skills, and empathy.
- Enhance pupils' understanding of physical and mental health, promoting well-being.
- Provide comprehensive and accurate information on relationships, sex, and personal safety.
- Equip pupils with financial literacy and economic awareness to make informed decisions.
- Promote social responsibility and respect for diversity.

### **Implementation**

Our PSHE education program is implemented through a well-structured and sequenced curriculum, designed to reflect the needs of all learners at our school. A weekly PSHE lesson will be delivered in each class alongside a weekly Values lesson. British Values lessons will be explicitly taught throughout the school year.

The implementation strategies include:

**Curriculum Design:** Our PSHE curriculum is designed to progressively build upon pupils' prior knowledge and experiences, ensuring relevance and age-appropriateness.

**Lesson Delivery:** Teachers undergo regular training to deliver interactive and engaging lessons that encourage participation, discussion, and critical thinking. With the exception of the Changing Adolescent Body Theme (which is taught in the Summer term) the planned themes in the programme of study are not intended to be taught in any particular order or in a specific term. The timings of the programme of study are designed to be flexible so it can meet the needs of each year group/cohort of children/class. The units of work within each strand also have no set duration enabling further adaptability. Each theme has suggested resources to use to meet the statutory guidance, as well as possible cross curricular links and areas where our whole school behaviour strategy can be used to enhance the PSHE learning. Suggested resources are adapted to ensure they meet the needs of the cohort of pupils they are being delivered to.

**Assessment:** Regular assessments, reflective activities, and projects are used to gauge pupils' understanding and track their progress.

**Inclusivity:** Our curriculum addresses diverse needs and backgrounds, respecting cultural sensitivities and providing a safe space for all pupils to learn and share.

**Parent/Carer Engagement:** We encourage parents and guardians to be actively involved in their child's PSHE education, through our communication on Class Dojo.

### **Impact**

We measure the impact of our PSHE education program through observable changes in pupils' behaviour, attitudes, and overall well-being. We expect to see:

- Improved communication skills, leading to healthier relationships and conflict resolution.
- Increased awareness and understanding of mental health, resulting in reduced stigma and improved support-seeking.
- Decreased incidents of bullying, discrimination, and risky behaviours.
- Enhanced financial literacy skills, leading to responsible financial decision-making.
- Greater respect for diversity and a commitment to promoting equality and inclusion.

### **Roles of the subject leader**

The role of the PSHE subject leader is to;

- Take the lead in policy development and the production of a programme of study designed to ensure progression and continuity in PSHE throughout the school
- Support colleagues in the development of planning, their implementation of the programme of study and in assessment and record keeping activities
- Monitor progress in PSHE and advise the head teacher on action needed
- Take responsibility for the purchase and organisation of central resources for PSHE
- Keep up to date with developments in PSHE education and disseminate information to colleagues as appropriate
- Provide an annual action plan to maintain an effective and developing PSHE curriculum.
- Raise and maintain the profile of PSHE across school.

### **Continuous Improvement**

We are committed to the ongoing evaluation and enhancement of our PSHE education programme. Feedback from pupils, parents, and staff is solicited and taken into account to make necessary adjustments to our curriculum, resources, and teaching methods. We continuously seek opportunities to align our programme with the latest research and best practices in the field of PSHE education.

Review of Policy: **Autumn 2025**

*Associated Policies:*

*Values Education (inc. British Values)*

*Anti Bullying*

*Healthy Eating*

*Drug & Alcohol*

*Relationships & Sex Education*