

WREN PARK PRIMARY SCHOOL



RESPECTFUL



AMBITIOUS



RESILIENT

PSHE Policy

Policy Name:	PSHE Policy 2024	
Date:	September 2024	
Frequency of Review:	Every 3 years by Headteacher and PSHE Lead	
Review Dates:	Summary of Key Changes (introduced from policy reviews after Jan 22)	Ratified By: FGB/ Committee / SLT/ Other

Next review – September 2027

Aims

At Wren Park, our PSHE curriculum is designed to equip all children—including those who are disadvantaged or have SEND—with the knowledge, skills, and confidence to become lifelong learners. We want every child to develop the resilience and ambition to embrace new challenges and unfamiliar situations with a positive mindset.

PSHE is central to our school's ethos, and we use the Jigsaw scheme to ensure a structured, progressive approach to personal, social, health, and economic education. This scheme enables children to build essential life skills, helping them to thrive as individuals, family members, and responsible members of society. Our curriculum fosters qualities such as kindness, respect, and ambition, ensuring that children leave Wren Park as well-rounded, compassionate, and informed young people.

As part of our PSHE provision, we teach British Values, instilling a strong sense of self-worth, respect for others, and an appreciation of diversity. We aim for our pupils to be confident, informed, and active British citizens who contribute positively to their communities.

Our school values—Respectful, Ambitious, and Resilient are embedded in our PSHE curriculum. These values, along with our school motto, "Wren Park: One School, Kind and Resilient Together", guide our approach to personal development and well-being.

Through engaging, challenging, and meaningful learning experiences, we strive to help every child:

- Achieve their full potential in both personal and academic pursuits.
- Develop confidence, curiosity, and a love for learning.
- Foster self-esteem and responsibility, while respecting the needs and feelings of others.
- Build positive relationships within the school and beyond.
- Work independently and collaboratively, developing teamwork and leadership skills.
- Respect themselves and others, appreciating diversity and human achievements.
- Support and care for one another, nurturing a compassionate school community rich cultural heritage.
- Develop essential technological skills for a rapidly evolving world.
- Extend themselves in body, mind, and spirit, embracing a holistic approach to personal growth.

We believe that strong partnerships with parents, carers, and external agencies are key to ensuring that every child receives the support they need to thrive. Our PSHE curriculum is designed to empower children with the resilience, ambition, and respect needed to navigate their future with confidence.

Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Content and delivery

What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject. You can find this policy on our website under the webpage – [Policies](#) and on our [RSE](#) page.

For other aspects of PSHE, including health education, see our [PSHE Curriculum Documents](#) for more details about what we teach in all year groups.

How we teach it

Frequency of PSHE Lessons

PSHE is a priority at Wren Park and is taught at the start of each week. Lessons take place on Monday afternoons, except when teachers have PPA, in which case PSHE is taught on Tuesdays. All PSHE lessons are delivered by class teachers to ensure continuity and a strong relationship between pupils and staff.

PSHE Across the Wider Curriculum and School Life

PSHE is not limited to dedicated lessons; it is embedded throughout our wider school offer. Pupils engage with PSHE concepts through:

- Weekly assemblies and daily collective worship
- British Values education and the use of Picture News
- Whole-school events such as charity fundraising days, Anti-Bullying Week and Remembrance Day
- Personal Development initiatives, which help pupils explore their identity, aspirations, and social responsibilities
- School trips, which foster teamwork, independence, and a deeper appreciation of community and the world
- Sporting competitions, including triathlons, football tournaments, and interclass events
- Extracurricular clubs, offering opportunities in sports, arts, crafts, cookery, and music
- Visits to places of worship and the local community, reinforcing respect for diverse beliefs and environments

We believe that primary education is a crucial time for children to develop holistically—socially, nurture personal growth, instil ambition, and empower pupils to positively impact others and society.

Inclusion of All Pupils

All PSHE lessons are fully inclusive, ensuring that all children, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), can participate. This is achieved through:

- Adaptive teaching strategies tailored to individual needs
- Differentiated resources and support where necessary
- A focus on personal progress rather than comparison with peers
- Encouraging pupil voice and participation in discussions and activities

Approach to Controversial Topics and Sensitive Questions

All staff are trained to handle controversial topics and difficult questions sensitively and professionally. Teachers:

- Provide factual, unbiased information, avoiding personal beliefs influencing discussions
- Address misconceptions, bias, or controversial views through the lens of British Values and Protected Characteristics
- Encourage respectful discussions, using real-life role models to challenge stereotypes
- Ensure that conversations align with our school values: Respect, Ambition, and Resilience

Teacher Support and Training

Teachers who have concerns about delivering certain areas of the PSHE curriculum can:

- Seek guidance from the Headteacher or PSHE Lead
- Access additional training and CPD opportunities to build confidence in specific areas
- Collaborate with colleagues for support and best practice sharing

Teaching Methods and Resources

PSHE lessons are delivered using a variety of engaging and age-appropriate resources, including:

- Jigsaw PSHE scheme
- British Values scheme of work
- Picture News to discuss current affairs
- BBC Newsround for age-appropriate news discussions

Assess pupils' PSHE progress half-termly as part of foundation subject assessments. We track:

- Personal development linked to our school values
- Attitudes towards British Values and Protected Characteristics
- Pupil engagement in learning and behavior

Reporting Progress to Parents

Pupil progress in PSHE is communicated to parents through:

- End-of-year school reports
- Parent-teacher meetings, where relevant

This approach ensures that PSHE remains a core element of our curriculum, supporting children in developing the knowledge, skills, and attitudes needed to thrive both now and in the future.

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Miss Rhoades is our PSHE subject leader.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is overseen by the Senior Leadership Team (SLT) and PSHE subject leader, ensuring high-quality provision through planning reviews, learning walks, book scrutinies, and feedback from both pupils and staff.

This policy will be reviewed by the Headteacher and the PSHE subject leader every three years. Each review will be subject to approval by the Headteacher.

Links with other policies

This policy links to the following policies and procedures:

RSE Policy

SMSC including British Values Policy

Safeguarding and Child Protection Policy

Relationship Behaviour Policy

Equality Policy

Anti-Bullying Policy

Mental Health and Well-being Policy

Curriculum Policy

SEND Policy

Online Safety and ICT Acceptable Use Policy

Drug and Substance Misuse Policy

Health and Safety Policy