



Streetsbrook Infant & Early Years Academy



Curriculum Policy for PSHÉ

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life. We believe that a strong PSHE education is important to help our children develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for children, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life. Our Streetsbrook Nurturing Principles encourage us to learn and know:

- This is our school and we feel safe here, no matter who we are.
- In our school family, we believe in ourselves and care for each other.
- It is good to talk.
- We understand that behaviour tells us how you are feeling.
- We learn in our own way and in our own time.
- Things will change and that's okay

Alongside the above principles, our children are taught to use the Zones of Regulation to promote emotional literacy, self-regulation and to support their mental wellbeing. Nurture and PSHE at Streetsbrook work hand in hand to provide the children with strong emotional foundations, a secure understanding of the world around them and the differences and similarities of the people who build our community.

Our curriculum leader for PSHE is Miss Lindsey Tench.

Cultural Capital

Access to, and a secure understanding of PSHE is the foundation for children's success. Through our curriculum we maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all. We foster curiosity and encourage children to engage in the world around them, including making the most of the diversity and experiences within our school community.

Embedding Ambition

We believe that all children can learn to understand the world around them, regardless of their background, needs and abilities, and we are determined to make this happen. We promote a diverse culture and encourage children to adopt an understanding of themselves and others around them. We aim to provide this by ensuring a variety of backgrounds, families, emotions and lifestyles are explored. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support. We have a team of expert teachers who know and understand the processes that underpin PSHE and draw on expert practice and training to achieve this. We make sure all children have access to engaging resources, a wide range of experiences and involve families in supporting their children.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to implement each unit of our Jigsaw programme effectively and the provision of opportunities and resources which engage, inspire and promote equality, diversity and inclusion.

Curriculum

At Streetsbrook we base our curriculum on the Jigsaw PHSE programme. This programme enables us to deliver high quality lessons in all year groups that meet the diverse needs of the children within our school community. Through our PSHE programme we aim to support children in exploring key areas of learning such as friendships, emotions, change and identity.

Jigsaw also supports our delivery of statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

At the time of writing, new Relationships Education, Relationships and and Sex Education (RSE) and Health Education has been published. This will result in some changes to our current curriculum which, in line with guidance, will be implemented from September 2026 when the guidance becomes statutory.

How is the curriculum taught?

At Streetsbrook our PSHE curriculum is delivered in a wide variety of ways, including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days

All children have a weekly timetabled PSHE session based upon the Jigsaw programme. Within this programme all year groups follow the same 'Puzzle topic' at the same time, making it easier to build a strong, shared language and ethos across the school community. A new topic is explored each half term.

These topics are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Revisiting key themes, in a progressive, age-appropriate way each year facilitates deeper understanding and helps to embed knowledge and skills.

Children are taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Children are encouraged and supported to share their thoughts, ideas and opinions

and to ask questions. Through engaging and carefully structured sessions staff aim to teach key concepts and to support children with their emotional literacy, social skills, and mental wellbeing.

PSHE lessons are always tailored to meet the needs of the children being taught, with consideration of:

- age
- ability
- current knowledge on and readiness to learn about the topic being covered
- cultural backgrounds
- EAL
- SEND or other needs.

Through our PSHE curriculum we also aim to explore economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk.

PSHE complements several other curriculum areas; therefore, where appropriate, we try to maximise opportunities to make links and integrate teaching.

Vocabulary Development

A child's vocabulary knowledge can have a big impact on their development and later educational success. We aim to help children develop a wide vocabulary through a variety of means, including the following:

- Providing a language rich environment
- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Identifying a clear progression of key vocabulary within each curriculum area
- Creating displays of key words linked to specific topics and subjects
- The use of high quality resources to support learning
- Providing targeted small group work and one-to-one support, where required

Planning

The Jigsaw PSHE scheme of work is used as the starting point for lesson planning. Weekly lesson plans are adapted to suit the needs of the current cohorts. Where necessary topics can be added to deepen understanding or provide exposure or clarification. Carefully planned enrichment activities enhance this provision.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We provide related information and updates for enrichment events through our annual information evening, weekly newsletter and website.

RSHE (Relationships and Sex Education and Health Education)

Within our timetabled PSHE lessons our children are exposed to the following elements of the RSHE curriculum as outlined in the DfE's current guidance.

- Creating, identifying, and maintaining positive relationships
- Supporting children to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe
- Understanding their own boundaries and the boundaries of others
- Managing difficult emotions within their relationships
- Understanding of family dynamics
- Online safety
- How to report concerns and seek advice
- Correct terminology for body parts

At Streetsbrook we uphold that parents do not have a right to withdraw their child from the relationships or health elements of the RSHE curriculum but acknowledge that parents do have the right, to request withdrawal of their child from sex education. Sex education content is included in the RSHE curriculum from upper KS2.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Writing curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure they are able to access the curriculum in a way that is appropriate to them.

Streetsbrook comply with the relevant requirements of the Equality Act 2010 and ensures the curriculum does not discriminate against children because of any of the protected characteristics. We carefully consider the backgrounds, gender, age range and needs of our children and determine whether it is necessary to put in place additional support for some children based on their protected characteristics. We are aware that some children are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g., having SEND or being LGBTQ+. Our teachers understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to children with SEND. Where there is a need to tailor content and teaching to meet the needs of children at different developmental stages, we ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Streetsbrook clearly recognises the role it plays in preventative education and ensures all children are taught about how to keep themselves and others safe, including online. Our whole-school approach to PSHE aims to prepare children for life in modern Britain and to create a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Confidentiality within the classroom is an important component of PSHE, and teachers respect the confidentiality of the children in their class as far as is possible. Due to the nature of the matters discussed in PSHE, there could be a higher likelihood for safeguarding concerns to arise or be disclosed. All staff are aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed. Children are also consistently made aware of how to raise concerns about their own or others safety. Safeguarding leads actively contribute to the development of safeguarding-related elements of our PSHE curriculum.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live online lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)

- In-school summative assessment – to understand each child’s performance at the end of a period of teaching
- Statutory summative assessment – to understand each child’s performance in relation to national expectations

Marking and Feedback

Whenever possible staff provide children with ‘live feedback’ to allow for interaction and dialogue. Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our PSHE provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive, accessible and in line with all statutory requirements. Governors monitor provision and receive regular updates on progress and attainment in PSHE.

Monitoring and review

Our PSHE curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Displays scrutinies
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

POLICY REVIEW

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will usually review this policy every three years and will make any changes necessary, in consultation with all stakeholders. However, due to the implementation of the new statutory guidance for PSHE, the policy will next be reviewed in the Summer Term 2026.



Lindsey Tench
Subject Leader for PSHE