

Penryn Primary Academy PSHE Policy 2025-26

To be used alongside the Aspire policy.

Intent

The intent of teaching PSHE (Personal, Social, Health and Economic) at Penryn Primary Academy, is to allow pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Floorbooks

In PSHE, we have a class floor book rather than individual books. The PSHE Lead will provide you with your scrapbook at the beginning of the year and the front cover for this book. If you require additional scrapbooks throughout the year, please see the PSHE Lead. Scrapbooks need to have the correct front cover attached. When displaying the work, each page should include a date, WALT and evidence of the children's learning. This can be in the form of photos, drawing, mind mapping, speech bubbles or examples of children's written work.

Books should be used to revisit learning at the beginning of each session, so children are used to discussing their learning using their scrapbook and see this as their PSHE learning journey.

About the scheme of work

The PSHE Association Question Based Model gives Penryn Primary Academy a clear and progressive PSHE curriculum which links in closely with our intent based curriculum. This programme builder is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. IN the mixed Year 3-4 class for 2025/26 the children will follow the year 4 curriculum (only year 4 to do summer 2 unit How will we grow and change). 2 year old room, Nursery and Reception are currently following the Jigsaw Scheme of work as the PSHE Association does not cover EYFS and younger.

Assessment

Assessment has been included as an integral part of each topic. At the beginning of the topic pupils will complete the intent questions, these come straight from the Long term planner, the question is then revisited at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-evaluate at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work. Each pupil will record his or her assessment sheets in their topic book. Teachers can use this information for report writing, parent meetings and to discuss learning with individual pupils.

Monitoring and evaluation

To monitor learning in PSHE, a sample of pupils' work will be collected and progress checked ensuring the sample contains PP, SEN, GDS and Vulnerable groups. The PSHE subject leader will concentrate on checking the intent questions in topic book are matched to the long term planner questions. Other ways of monitoring will include book looks, staff survey and pupil conferencing