Ellison Primary Academy

PHSE Policy 2025-26

1 Aims and objectives

At Ellison Primary Academy we believe that all children are entitled to a broad and balanced Curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning.

1.1 In Personal, social and health education pupils learn about themselves as developing individuals and members of their communities. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class, school and community they learn social skills such as how to share, resolve disputes, help others and resist bullying. They learn how to make more confident and informed choices about their health and environments and take more responsibility individually and as a group, for their own learning.

1.2 The aims of PHSE are:

- To develop confidence and responsibility
- To make the most of their own abilities.
- To prepare to play an active role as citizens.
- To develop a healthy, safer lifestyle.
- To develop good relationships and respect the differences between people.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our PHSE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer PHSE questions. We offer them the opportunity to use a variety of resources and we enable them to use ICT in PHSE lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real life' activities and opportunities to take part in discussions about topics of school, local, national, European, Commonwealth and global concern. Also learn how to make real life choices about themselves. We plan and teach PHSE using the Jigsaw scheme.

2.2 We recognise the fact that there are children of widely different abilities in PHSE in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;

- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children;
- provide tasks to ensure that the children who are Gifted and Talented and those who have Special Educational Needs are given the appropriate level of challenge to suit their needs.

3 PHSE curriculum planning

3.1 We use Jigsaw as the basis for our PHSE curriculum planning; based upon the National Curriculum key skills. We have adapted the plans to meet the local circumstances of our school.

3.2 Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the PHSE topics studied in each term during each key stage, focussing on the concepts the children are required to understand. The PHSE curriculum follows a concept progression map (please see concept overview), where each class revisits the unit, building on prior learning. The PHSE subject leader works this out in conjunction with teaching colleagues in each year group. In many cases we combine PHSE study with work in other subject areas. At other times we arrange for the children to carry out a PHSE study independently.

3.3 Our medium-term plans follow the Jigsaw objectives and give details of each unit of work for each term. The PHSE subject leader reviews these plans on a regular basis.

3.4 We plan the topics in PHSE so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4 Foundation Stage

4.1 We teach PHSE in our Reception class as an integral part of the topic work covered during the year. Personal, Social and Emotional Development is a Prime Area of the revised EYFS and is a crucial area especially at the beginning of their school journey. It is divided into three areas that are taught alongside one another. Making relationships is concerned with playing co-operatively and taking turns and showing sensitivity to others needs and feelings. Self-Confidence and self-awareness is concerned with being confident to try new experiences, speak in a familiar group and describe themselves in positive terms. Managing feelings and behaviour is concerned with behaviour and its consequences, working as part of a group, following rules and adjusting their behaviour to different situations and take changes of routine in their stride.

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5 The contribution of PHSE to teaching in other curriculum areas

PHSE contributes to all areas of the curriculum for example;

5.1 Literacy

5.2 - Speaking and Listening.

Join in as members of a group, pupils should be taught to;

a- take turns in speaking
b- relate their contributions to what has gone on before
c- take different views into account
d- extend their ideas in the light of discussion
e- give reasons for opinions and actions

- Reading

a- scan texts to find information
b- skim for gist and overall impression
c- draw on different features of texts, including print, sound and image, to obtain meaning.

5.3 Computing

- Pupils could use the internet to look at different reports about the same issue.
- Understand the importance of E-Safety and how to stay safe online.

5.4 Geography

Pupils should be taught to

- express their own views about people, places and environments e.g litter around school.
- recognise changes in the environment
- recognise how the environment maybe improved and sustained.

5.5 Science

Life Processes and Living Things

Pupils should be taught to;

- care for the environment
- nutrition
- circulation
- movement
- growth and reproduction
- health

5.6 Design and Technology

Pupils should be taught to;

- follow safe procedures for food safety and hygiene

5.7 History

Pupils should be taught about

- the characteristic features of the periods and societies studied, including the ideas beliefs, attitudes and experiences of men, women and children in the past.
- the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.

5.8 Physical Education

Pupils should be taught

- how exercise affects the body in the short term
- to warm up and prepare appropriately for different activities
- why physical activity is good for their health and well-being
- why wearing appropriate clothing and being hygienic is good for their health and safety

6 Teaching PHSE to children with special needs

6.1 At Ellison Primary School we teach PHSE to all children, whatever their ability. PHSE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PHSE teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

7 Assessment and recording

7.1 We assess the children's work in PHSE by making informal judgements as we observe the children during lessons. We assess the children against the criteria stated within the National Curriculum and use these assessments to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

7.2. Each class also take responsibility for their own Reflection Journal, in which both teachers and children record PHSE learning that has taken place. The Reflection Journal is organised in order of the Jigsaw themes, and classes input their learning related to the relevant Jigsaw piece each week. This journal is taken through school with children, in order for them to reflect on their learning during their time at Ellison. The use of the Reflection Journal also allows children to reflect on matters outside of the SEAL themes, such as Road Safety, Harvest and topics that the class teacher feel relevant to their class.

8 Resources

8.1 We have sufficient resources in our school to be able to teach all the PHSE aspects and we keep these resources within our own classrooms and general PHSE equipment within a central store.

9 Monitoring and review

9.1 The PHSE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in PHSE. The PHSE subject leader is also responsible for supporting colleagues in the teaching of PHSE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The PHSE subject leader gives the head teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

10 Student Council and RUGS

10.1 Ellison Primary Academy have their own Student Council, who meet fortnightly to discuss issues the children deem relevant. The Student Council feedback to their classes on a regular basis, and the discussions had in meetings are collated in the weeks meeting minutes. These are available for both staff and children at Ellison and can be found on the Student Council board. Each member of the Student Council also have their own book, in which class discussions can be recorded, in order to be fed back in the following meeting. Children are also given the opportunity to raise issues with their Student Councillors that can be brought to the next meeting to be discussed further.

10.2 When Ellison Primary Academy joined the Societas Multi-Academy Trust, the RUGS were also formed. The RUGS (Really Useful Generation Students group) were put together with two Student Council representatives from each of the schools in the MAT. The RUGS meet half termly, and are given tasks to complete, and decisions to make.

Signed: *L.Pateman* **(Mrs L. Pateman) Headteacher**

Signed: *B. Schofield* *R. Reed* **(Mrs B Schofield and Mrs R Reed) PHSE subject leaders**

Date: September 2025