Mellers Primary School

Policy for PSHE

‘Every opportunity to educate everyone forever’

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Intent

At Mellers Primary School, Personal, Social, Health and Economic (PSHE) education is a central part of our curriculum. Through The Story Project, we teach a progressive, inclusive and emotionally rich PSHE curriculum which prepares children for life now and in the future.

Our PSHE curriculum:

- Promotes wellbeing
- Teaches emotional literacy and regulation
- Builds respectful and inclusive relationships
- Develops healthy lifestyles
- Equips pupils to stay safe
- Supports responsible decision-making
- Builds financial awareness
- Encourages community participation and global citizenship

Our policy reflects:

- The Education Act 2002
- The Academies Act 2010
- The Equality Act 2010
- DfE’s RSHE statutory guidance (2025)

Implementation - Roles and responsibilities

Policy development

This policy was produced by Joe Nottingham**,** in consultation with staff, pupils, parents/carers and the governing body/trustees. It reflects statutory guidance and The Story Project curriculum used at Mellers Primary School.

Leadership of PSHE

PSHE education is led by Joe Nottingham**,** who is responsible for:

- Overseeing curriculum planning and sequencing
- Ensuring fidelity to The Story Project curriculum
- Delivering staff training and ongoing professional development
- Monitoring the quality of teaching and learning
- Evaluating impact and reporting to senior leaders and governors

PSHE education is taught by class teachers, who receive training and support to deliver the curriculum confidently and effectively.

Senior leadership and governance

PSHE education is supported in the:

- **Senior Leadership Team**, who provides strategic oversight.
- **Governing body/trustees**, who ensures statutory compliance and policy approval

Teacher training and professional development

Teachers responsible for teaching PSHE receive:

- **Initial induction training** to The Story Project curriculum and pedagogy
- **Online top-up training** to revisit key statutory and pedagogical elements
- Access to **The Story Project Lead Teacher Network Groups** for subject-specific development, resource updates and professional collaboration.

Class teachers

Class teachers are trained to deliver high-quality PSHE lessons through The Story Project's structured lesson sequence:

- **Settle:** enabling children to settle into learning and develop self-regulation skills
- **Training:** explicit teaching of emotional literacy and wellbeing skills
- **Objective:** introducing the lesson objective and key language
- **Read:** sharing the carefully chosen story that anchors the learning
- **You:** exploring the objective through discussion, reflection and application in the children's own contexts

Teachers ensure lessons are inclusive, safe, and responsive to the needs of all pupils.

Visitors and external contributors

Visitors are used **only to complement**, not replace, the PSHE curriculum.
Teachers always:

- Remain responsible for the lesson
- Lead all safeguarding and follow school procedures
- Ensure external input aligns with school policy and PSHE learning intentions

Curriculum design and content

Our curriculum follows The Story Project's **six Key Themes**, ensuring coverage of statutory and non-statutory content:

- **Being a Good Friend**
- **Celebrating Families**
- **Looking After My Body and Mind**
- **Keeping Safe**
- **Becoming a Global Citizen**
- **Growing Up**

The Story Project uses high-quality stories to introduce themes safely and build knowledge, skills and attributes over time.

Spiral curriculum

Age-appropriate learning deepens year-on-year. Earlier concepts (kindness, fairness, consent, safety, self-care) progress into complex topics (peer pressure, mental health, stereotypes, online safety, harmful substances).

Statutory content within PSHE

Our PSHE curriculum includes all requirements for:

- **Relationships Education (statutory)**
- **Health Education (statutory)**
- **Economic wellbeing (recommended)**
- **Online safety (statutory)**
- **Inclusion**

We ensure PSHE is inclusive by:

- Representing diverse families and identities
- Ensuring teaching reflects protected characteristics
- Adapting lessons for SEND
- Ensuring accessibility of language and materials

Teaching and learning

At Mellers Primary School, PSHE is taught in a way that is interactive, reflective and rooted in children's lived experiences. Our teaching approach is grounded in The Story Project's wellbeing pedagogy and follows recognised best practice.

How PSHE is taught

PSHE is taught through a range of teaching methods, including:

- **Weekly, timetabled lessons** using The Story Project sequence
- **Active learning**, such as role play, small-group discussion, games and reflection tasks
- **Story-led learning**, where high-quality, diverse texts offer a safe and engaging starting point
- **Cross-curricular links**, particularly with English, Computing, Science and RE
- **Whole-school practices** that reinforce wellbeing routines (e.g., regulation strategies, reflection moments)
- **Assemblies, special weeks and themed days** to deepen learning

This blend of methods ensures lessons are accessible, enjoyable and meaningful for all children.

Developing knowledge, skills and attributes

Our lessons develop knowledge, skills and attributes through:

- Explicit teaching of emotional literacy and vocabulary
- Opportunities to practise problem-solving, decision-making and help-seeking
- Guided discussion that builds empathy, respect, confidence and critical thinking
- Realistic scenarios that help children apply learning to everyday life

The Story Project curriculum emphasises learning that is practical, relational and developmental.

The Story Project lesson sequence

All PSHE lessons follow a consistent structure that supports safety, focus and emotional readiness:

- **Settle** – grounding, calming and self-regulation techniques
- **Training** – explicit teaching of a wellbeing skill (e.g., naming feelings, breathing strategies, positive communication)
- **Objective** – clear explanation of the statutory or developmental learning intention
- **Read** – a shared story experience that provides emotional distancing and rich context
- **You** – exploration of the concept in children's own words, experiences and contexts

This structure builds familiarity and confidence, while supporting emotional safety.

Creating safe, respectful learning environments

We use distancing techniques to:

- Ensure children can explore sensitive areas through fictional characters

- Reduce anxiety around topics that may feel emotionally complex
- Promote thoughtful discussion rooted in empathy rather than personal experience

We avoid inducing shock or shame by:

- Using calm, factual, non-sensational language
- Ensuring all examples and stories are developmentally appropriate
- Never using fear-based messaging or graphic content

We ensure that lessons, including those on risky behaviours, remain positive in tone by:

- Focusing on skills, choices and protective factors
- Emphasising strengths, resilience and support systems
- Highlighting what children *can* do to keep themselves and others safe

Accuracy and relevance

The information we provide in PSHE is kept accurate and up to date by:

- Following DfE statutory guidance
- Using The Story Project's regularly updated materials
- Accessing ongoing CPD and training
- Reviewing content in line with safeguarding updates and local priorities

Connecting learning to real life

We help pupils make connections between their learning and real-life behaviours by:

- Applying skills to realistic, familiar scenarios
- Encouraging children to role-play helpful responses
- Linking content to their daily experiences (e.g., friendships, online choices, emotions, routines)
- Supporting transfer of regulation strategies into the wider school day

Promoting help-seeking

We promote help-seeking through:

- Repeatedly teaching who trusted adults are and how to approach them
- Practising help-seeking language in a safe environment
- Reinforcing that asking for help is a sign of strength, not weakness
- Providing story-based examples of characters who seek and receive support

Supporting children to develop their own values

PSHE lessons support pupils to develop their own values through:

- Opportunities to reflect on what matters to them
- Encouraging respectful dialogue and listening
- Exploring themes of fairness, empathy, kindness and responsibility
- Providing a safe space to form opinions grounded in knowledge and ethical thinking

This approach nurtures children who think critically, care deeply and act responsibly.

5. Engaging parents and stakeholders

At Mellers Primary School, we are committed to working in genuine partnership with parents, carers, governors and pupils to ensure that our PSHE curriculum is transparent, accessible and responsive to the needs of our school community.

Information for parents and carers

Parents and carers are informed about this policy through:

- **Annual communications** at the start of the year
- **Parent information meetings**, where key updates about PSHE and RSE are shared

The policy is available to parents and carers through:

- The **school website**, in the policies section
- A **printed copy on request** via the school office

Communication with parents and carers

We communicate with parents and carers by:

- Sharing **the family friendly curriculum overviews** and half-termly PSHE themes
- Providing **advance notice** of lessons covering sensitive content
- Offering **open-door opportunities** to speak with the PSHE Lead
- Using **newsletters, email updates and school communication systems**

We offer support and encourage discussion at home by:

- Providing story lists, reflection prompts and follow-up suggestions
- Signposting wellbeing and parenting resources
- Encouraging families to share books and vocabulary used in The Story Project

If a parent has questions about our PSHE provision, they can:

- Contact the **PSHE Lead** directly
- Request a meeting to discuss curriculum content or concerns
- Speak with the class teacher or a member of the senior leadership team

To view PSHE curriculum materials, parents and carers can:

- Attend open classroom sessions or curriculum events
- Request to see any Story Project books, lessons or resources
- View sample materials during parent workshops or consultation meetings

Pupil voice

Pupils have been involved in shaping the PSHE curriculum and policy through:

- Pupil voice groups and class discussions

- Feedback collected after units, particularly on wellbeing activities
- Contributions during school council meetings

Key needs identified by pupils were:

- More strategies for managing emotions
- More time to discuss friendships and peer relationships
- Activities that help them understand diversity and global citizenship

Pupils' needs will continue to be met by:

- Regularly reviewing pupil feedback
- Including pupil representatives in curriculum discussions
- Continuing to adapt and refine lessons to reflect emerging needs

Governors and wider stakeholders

Governors receive:

- Updates on curriculum impact
- Monitoring reports from the PSHE Lead
- Opportunities to discuss policy changes and curriculum priorities

We also work with external partners (including The Story Project), ensuring any contribution aligns with school policy and safeguarding requirements.

Impact - Assessment, monitoring and evaluation

Assessment in PSHE at Mellers Primary School is essential for understanding what pupils have learned, how effectively they can apply their learning, and how future teaching can be adapted to meet their needs. Assessment focuses on knowledge, skills and attributes, not on personal experiences or disclosures.

Assessment in The Story Project

At Mellers Primary School, we use a range of assessment approaches consistent with The Story Project curriculum, including:

- **Baseline activities** which can be supported by the Plickers App, to identify pupils' prior understanding, misconceptions and key vocabulary
- **Formative assessment** throughout lessons, using observation, questioning, discussion and exploration tasks
- **End-point or 'Reflect' activities**, where pupils demonstrate understanding through drawing, writing, matching, sorting, talk prompts or practical tasks
- **Emotional literacy checks**, embedded in the Settle, Training and Reflect stages, showing how confidently pupils can use wellbeing strategies
- **Skills-based demonstrations**, such as practising help-seeking language, role-playing safe and respectful choices, or explaining ideas using age-appropriate vocabulary
- **Responses to stories**, where pupils' engagement with characters and events provides

insight at an appropriate emotional distance

Together, these approaches provide a rounded, accurate picture of pupils' learning.

How assessment informs planning

Following baseline assessments, teachers at Mellers Primary School:

- Adjust lesson delivery to address gaps or misconceptions
- Adapt the pace, scaffolding or level of challenge
- Identify pupils who need further support or extension

During the lessons and over the unit, teachers:

- Review the effectiveness of the lesson or unit
- Plan follow-up tasks where needed
- Share emerging themes or needs with the PSHE Lead

This ensures teaching remains responsive, relevant and child-centred.

Recording and evidence

Assessment at Mellers Primary School may be recorded through:

- Brief teacher annotations or class discussion notes
- Work in curriculum floor books
- Photographs of practical activities or group work
- Pupil reflection sheets
- Notes from circle time or small-group dialogue

We do **not** assess pupils' personal beliefs, circumstances or family experiences.

Monitoring the quality of PSHE

The PSHE Lead at Mellers Primary School monitors the quality and consistency of provision by:

- Conducting learning walks
- Visiting lessons or carrying out drop-ins
- Gathering pupil voice
- Reviewing planning and coverage
- Sampling work or reflection activities
- Collecting staff feedback

Monitoring ensures alignment with statutory guidance, The Story Project curriculum and the school's vision for wellbeing.

Evaluation and continuous improvement

Our evaluation activities include:

- Reviewing long-term PSHE planning and coverage annually
- Assessing staff confidence and training needs
- Considering feedback from parents and carers
- Reflecting on safeguarding trends, wellbeing concerns or local context
- Responding to national or local developments in RSHE/PSHE

We act on evaluation findings by:

- Updating planning or sequencing
- Adapting resources to meet emerging needs
- Providing additional staff training
- Adjusting provision for particular groups, including SEND

This approach ensures the PSHE programme at Mellers Primary School remains relevant, safe, inclusive and effective.

Links to other policies and curriculum areas

This policy sits alongside and supports/complements the following school policies:

- **RSE Policy**
- **Safeguarding and Child Protection Policy**
- **Behaviour Policy**
- **Equality Policy**
- **Online Safety Policy**
- **Anti-Bullying Policy**
- **SEND Policy**
- **Curriculum, Teaching and Learning Policies**
- **Mental Health and Wellbeing Policy** (where applicable)

These policies work together to ensure a consistent approach to children's safety, wellbeing, equality, inclusion and personal development.

Curriculum links

Learning in PSHE education links to and complements learning in:

- **Science** (e.g., the body, health, puberty)
- **Computing** (e.g., online safety, digital citizenship)
- **PE** (e.g., healthy lifestyles, physical wellbeing)
- **RE** (e.g., respect, diversity and beliefs)
- **English** (discussion, comprehension, personal reflection)
- **Citizenship** (rights, responsibilities, community)

PSHE contributes directly to children's spiritual, moral, social and cultural development (SMSC) and reinforces the school's values and ethos.

Cross-curricular integration

We make links to other areas of the curriculum by:

- Using **stories and themes** from The Story Project that connect naturally with literacy and reading
- Embedding safety messages across subjects (e.g., science, PE, computing)
- Reinforcing wellbeing strategies in daily routines and whole-school practices
- Ensuring consistent use of language around emotions, resilience and relationships across the curriculum
- Supporting the development of vocabulary that links to safeguarding, self-awareness and respectful behaviour

This whole-school alignment strengthens the impact of the PSHE curriculum and ensures children receive consistent messages about safety, wellbeing and relationships in all areas of learning.

Review

This policy will be reviewed **by November 2027** or sooner if:

- National guidance changes
- The Story Project curriculum is updated
- Significant feedback arises from stakeholders
- Monitoring identifies the need for revision

This will ensure the policy remains up to date, reflects best practice, and continues to meet the needs of pupils, families and the wider school community.

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