



PSHE Handbook

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Vision Statement

PSHE is at the core of developing a child's understanding of themselves, their community and the wider world.

We want children to be inquisitive, share thoughts and feelings, listen to and respect others' opinions and leave us with the knowledge and skills needed to lead healthy, fulfilling, and successful lives.

PSHE - Intent

PSHE stands for Personal, Social, Health, and Economic education. It is an essential aspect of education that addresses the holistic development of students. At Walton Priory Middle School, we believe that PSHE is important because it goes beyond traditional academic subjects, focusing on the development of the whole individual and providing them with the knowledge and skills needed to lead healthy, fulfilling, and successful lives.

Holistic Development: PSHE is designed to foster the overall well-being of students by addressing various aspects of their lives. It helps them develop emotionally, socially, and personally, contributing to a more rounded and balanced education.

Life Skills: PSHE equips students with practical life skills that are crucial for their personal and social development. These skills include communication, decision-making, problem-solving, critical thinking, and emotional intelligence, all of which are essential for navigating real-life situations.

Health and Well-being: PSHE includes education on physical and mental health, promoting healthy lifestyles and positive well-being. It addresses issues such as nutrition, exercise, mental health awareness, and relationships, providing students with the knowledge and skills to make informed decisions about their health.

Relationships and Sex Education (RSE): PSHE often includes RSE, which educates students about relationships, consent, and aspects of human biology and sexuality. This education is crucial for developing respectful and responsible individuals who can navigate relationships safely.

Social Awareness: PSHE helps students understand societal issues, diversity, and equality. It encourages empathy, tolerance, and respect for others, fostering a sense of community and preparing students to be responsible citizens.

Prevention of Risky Behaviours: By addressing topics such as substance abuse, bullying, and risky behaviours, PSHE helps to prevent negative outcomes and encourages students to make healthy choices. It provides them with the information and skills needed to resist peer pressure and navigate challenging situations.

Financial Literacy: The economic aspect of PSHE includes teaching students about financial literacy, budgeting, and understanding economic concepts. This knowledge is crucial for their future success in managing personal finances and making informed economic decisions.

Preparation for Adulthood: PSHE prepares students for the challenges and responsibilities they will face as adults. It provides a foundation for navigating the complexities of modern life, work, and relationships.

Mental Health Awareness: As mental health becomes an increasingly important aspect of overall well-being, PSHE plays a vital role in promoting mental health awareness, reducing stigma, and providing support for those facing mental health challenges.

PSHE at Walton Priory Middle School

Implementation

At Walton Priory Middle School, we aim for our pupils to be able to utilize their Beacon (**resilience, respectful, resourceful, participation, reflective, responsible and collaborative**) and British Values to show self-respect, confidence and empathy in order to make informed decisions.

KS2

Pupils arrive at Walton from different backgrounds and experiences that have shaped their understanding. To ensure full coverage of the new statutory RSHE guidance across both the primary and secondary phases—and to support strong progression within PSHE education—we have chosen to follow the PSHE Association curriculum model.

KS3

Continuing our spiral curriculum, aligned with the PSHE Association programme of study, pupils enter KS3 with a broad, balanced foundation from their learning in Years 5 and 6. This strong start enables us to prepare students effectively for future study and higher education.

Spiral Development

The spiral development approach of our PSHE curriculum transitions well into the main feeder school in the way that the curriculum content is built up over time with topics revisited in line with pupil's knowledge, experiences and age specific content.

All lessons are taught in a sensitive and respectful manner where children are encouraged to be open and ask questions. Please see our **lesson guidance**.

Cross-Curricular

Our PSHE curriculum is supported across all aspects of the school day, every lesson, tutor and lunch times provide pupils with the skills and experiences that they need to help support their development. Please see our **Personal Development Learning Journey** for more details about this.

Parts of our PSHE curriculum link closely with science topics and this reinforces Relationship and Sex education in both subjects.

Careers education is delivered in many ways and careers experiences differ from year group to year group all supporting an enriched extra-curricular curriculum. In KS3 pupils receive a dedicated 1 hour per week timetabled lesson.

Flowing throughout the academic year, our **RE curriculum** particularly supports our pupils to become compassionate citizens through exploration of faith, values and cultural diversity. Our lessons are a canvas for discussing moral dilemmas, ethical choices and the impact of faith on behaviour.

Our **PE, Science, Food Tech and ICT** curriculums are also fundamental in our whole school cross-curricular mastery approach to teaching PSHE.

PSHE in Action

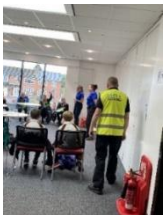
At our school, Personal, Social, Health and Economic Education (PSHE) is not just a curriculum; it's a vibrant and dynamic aspect of our students' learning journey, brought to life through a variety of engaging activities and experiences. One of the cornerstones of our PSHE approach is the facilitation of class discussions that foster open dialogue, critical thinking, and the exploration of diverse perspectives.

In these class discussions, students have the opportunity to delve into relevant and real-life topics, sharing their thoughts and experiences in a supportive and inclusive environment. These conversations not only enhance their understanding of PSHE concepts but also cultivate essential life skills such as effective communication, empathy, and active listening.

We believe in going beyond the classroom to provide students with enriching experiences that extend into the community. Regular visits from guest speakers, such as trips to the local fire station or first-aid workshops, allow our students to connect theoretical knowledge with practical, real-world applications. These experiences not only broaden their understanding of PSHE topics but also inspire them to become active and responsible members of their community.

Furthermore, our school offers various clubs and extra-curricular opportunities that complement the PSHE curriculum. Whether it's participating in school council, residential, lunchtime or afterschool clubs, or leadership initiatives, students have the chance to explore their interests, develop new skills, and contribute positively to their personal and social development.

Our commitment to a holistic approach to education is evident in the array of PSHE-related activities and opportunities available to our students. Through group discussions, engaging visits, and diverse extracurricular offerings, we strive to cultivate well-rounded individuals who are not only academically proficient but also socially and emotionally resilient, equipped with the knowledge and skills to navigate the complexities of the world around them.



Impact

Pupils should leave school with the skills and knowledge they need to live healthy, safe and fulfilling lives.

We aim for them to be able to utilize their Beacon (**resilience, respectful, resourceful, participation, reflective, responsible and collaborative**) and British Values to show self-respect, confidence and empathy in order to make informed decisions.

Assessment in PSHE

In our educational setting, Personal, Social, Health and Economic Education (PSHE) is not formally assessed. Instead, our approach emphasizes the dynamic nature of the subject, recognizing that its core principles are best cultivated through an ongoing, adaptable process. Teachers play a pivotal role in tailoring their lessons to meet the unique needs of each pupil, drawing insights from their understanding of individual students, class discussions, and reflection of written work.

Class discussions serve as a vital forum for exploring complex topics within the PSHE curriculum. Teachers actively encourage open dialogue, creating a safe space for students to express their thoughts, share experiences, and learn from one another. These discussions not only contribute to a richer understanding of the subject matter but also inform teachers about the specific concerns and interests of the class. This guides further refinements to the curriculum, ensuring that the content remains relevant, engaging, and responsive to the evolving needs of the students.



Beacon for Life

Learning Environment Guidance for PSHE lessons

At Walton Priory Middle School, we follow these guidelines to prepare a safe and positive climate for learning when we are preparing to teach PSHE.

Policies:	If, at any time, we have any concerns about a child's safety or wellbeing, we will consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how we will respond in the event of a spontaneous disclosure, so we are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have, before, during or after the lesson, and provide a worry box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.



PSHE - KS2

Learning Journey



Flowing throughout the academic year, our **RE curriculum** also supports our pupils to become compassionate citizens through exploration of faith, values and cultural diversity. Our lessons are a canvas for discussing moral dilemmas, ethical choices and the impact of faith on behaviour.



Pupils should leave Key Stage 2 equipped with the essential knowledge and skills to lead healthy, active lives and to transition smoothly into Key Stage 3. We aim for them to be able to utilize their **Beacon (resilience, respectful, resourceful, participation, reflective, responsible and collaborative)** and British Values to show self-respect, confidence and empathy in order to make informed decisions.

See RE Learning Journey

Drug education

Assessing risk and managing influences
Legal and illegal drugs, and the risks and effects of legal and illegal drug use.

Changes in puberty

Managing the changes that occur during puberty, including increased independence and new sleep patterns.

Respecting boundaries

Personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.

Positive engagement with our world

Healthy ways of engaging with news stories, impact of climate change on emotions and wellbeing.

Extra-curricular provision

For other areas of personal development

See Personal Development Learning Journey

Bikeability

Residential Boreatton Park – 5 day

Transition day

YEAR 7

Developing our AI literacy
Different types of AI, including generative AI, opportunities, challenges and risks associated with its use.

Looking to the future
Career related learning (including different career pathways) and supports pupils to prepare for the transition to KS3.

Safer Internet Day

Forest School

Anti-bullying week

Say No to Racism Day

Black History Month

World Mental Health Day

Road Safety Talk

Managing money and online spending

Economic wellbeing and online financial harms – including targeted advertising and other influences on online spending.

Mental health and wellbeing

Mental health, helping pupils to explore strategies that support wellbeing.

YEAR 6

Cross-Curricular

Our PSHE curriculum is supported across all aspects of the school day including every subject, tutor and lunch times.

Particular coverage:

Food Tech

Science

Sport

ICT

Welcome



Safe and Sound trip

Transition day

Safe connections

Staying safe and managing risks if socialising online. It also touches on cybercrime.

Embedding healthy habits and learning first aid

Recognising the benefits of healthy habits such as sun safety, regular exercise and goal setting. First aid.

Safer Internet Day

Forest School

2.5 day residential Standon Bowers

Anti-bullying week
Say No to Racism Day

Black History Month
World Mental Health Day

Road Safety Talk

YEAR 5

Mental health and wellbeing
Self-regulation strategies, emotions, distractions, habits, rumination,

Welcome, friendships, stereotypes and bullying

Families and people who care for me		General wellbeing		Drugs, alcohol and tobacco	
Caring friendships		Wellbeing online		Health and prevention	
Respectful relationships		Physical health and fitness		Basic first aid	
Online safety and awareness		Healthy eating		Developing bodies	
Being safe		Citizenship		Personal safety	



PSHE - KS3

Learning Journey



Flowing throughout the academic year, our **RE curriculum** also supports our pupils to become compassionate citizens through exploration of faith, values and cultural diversity. Our lessons are a canvas for discussing moral dilemmas, ethical choices and the impact of faith on behaviour.



Pupils should leave school with the skills and knowledge they need to live healthy, safe and fulfilling lives.

We aim for them to be able to utilize their Beacon (**resilience, respectful, resourceful, participation, reflective, responsible and collaborative**) and British Values to show self-respect, confidence and empathy in order to make informed decisions.

See RE Learning Journey

The online world
Recognise how behaviour can be manipulated online. Assess how online platforms generate income through users.

Road Safety Talk

France residential

Transition days, assemblies

YEAR 9

Healthy and unhealthy relationships

Range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.

First Aid

This unit teaches pupils how to give basic life support, do CPR, and use a defibrillator. What to do if someone is bleeding, has asthma, or has an allergy. As well as railway and water safety.

Safer Internet Day

Belonging and community

Create respectful and cohesive communities. Recognise and challenge bias, stereotypes and discrimination and promote inclusion.

Anti-bullying week

Say No to Racism Day

Black History Month

World Mental Health Day

Personal safety and managing risk

Assess risks and personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.

Health and wellbeing
decision-making skills - healthy lifestyle and their wellbeing: food, exercise and sleep, impact of climate change on young people's wellbeing.



Cross-Curricular

Our PSHE curriculum is supported across all aspects of the school day including every subject, tutor and lunch times.

Particular coverage:

Food Tech



Science



Sport



ICT



welcome



Puberty and keeping safe

Revisits learning from KS2. Then focuses on personal health and hygiene, as well as how to identify and report abuse.

Young Enterprise

Dorset residential

Transition day

YEAR 8

Influences on relationships

Expectations of – and attitudes towards – relationships, including online and media influences.

Why do we need rules?
Parliament

Safer Internet Day

Forest School

Families and changing relationships

The role of families, including caring for each other in changing circumstances, such as divorce or separation.

Say No to Racism Day

Anti-bullying week

Black History Month

World Mental Health Day

Road Safety Talk

YEAR 7

Extra-curricular provision

For other areas of personal development

See Personal Development Learning Journey

Friendship and bullying

Healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.

Emotional wellbeing

Transition to KS3, set learning goals and develop social and emotional skills.



Continuing our spiral curriculum, aligned with the PSHE Association programme of study, pupils enter KS3 with a broad, balanced foundation from their learning in Years 5 and 6. This strong start enables us to prepare students effectively for future study and higher education.

Families		Mental wellbeing		Drugs, alcohol, tobacco and vaping	
Intimate and sexual relationships		Wellbeing online		Health protection & prevention	
Respectful relationships		Physical health and fitness		Basic first aid	
Online safety and awareness		Healthy eating		Developing bodies	
Being safe		Citizenship & Careers		Personal safety	

Examples of SMSC at Walton Priory Middle School

Spiritual

Behaviour for learning	RE Curriculum planning
Beacon student	School Website
Problem solving/investigating	Online safety week
Key stage assemblies	Outside speakers - (E.g. road safety & Local community support, youth offenders' team)
Year group assemblies	Positive approach to restorative behaviour (Resolution Room)
School mission statement, values and behaviour policy	Curriculum topics
Clear set of values promoted across school	School council
PSHCE planning	Young leaders
Competitive sports	School trips and residential trips
Themed days / weeks (E.g. Black History Month/ anti-bullying week)	Fundraising

Moral

Key stage assemblies	Day trips
RE curriculum planning	Sports competitions
Celebration assemblies	Themed days / weeks (E.g. Science/Book week/ anti-bullying)
PSHCE lessons	Curriculum topics
Marking and Feedback policy	Charity work / fundraisers
Leadership opportunities	School mission statement, values and behaviour policy
Residential trips	Participation at local events (E.g. Lights switch on, Remembrance Day service)

Social

Behaviour for learning	PE and Sport competitions in local and national area
Beacon student	Sports day
Problem solving/investigating/group work	Drama performances - (E.g. Greatest Showman, Cinders, club)
Key stage assemblies	Outside speakers - (E.g. road safety & Local community support, youth offenders' team)
Year group assemblies	Positive approach to restorative behaviour (Resolution Room)
School mission statement, values and behaviour policy	Curriculum topics
Clear set of values promoted across school	School council
PSHCE planning	Young leaders
Competitive sports	School trips and residential trips
Themed days / weeks (E.g. Black History Month/ anti-bullying week)	Fundraising
Group work - local and national competitions (E.g. Young Enterprise, whole year group)	Contribution to local community events
	Extra-curricular clubs during and after school

Cultural

Behaviour for learning	PE and Sport competitions in local and national area
Key stage assemblies	Outside speakers - (E.g. Fruit guy, rainforest, road safety & Local community support, youth offenders' team)
Local study & visit to town	Fundraising
Year group assemblies	Themed days / weeks (E.g. Black History Month/ anti-bullying week)
School mission statement, values and behaviour policy	Curriculum topics
Clear set of values promoted across school	Contribution to local community events
PSHCE planning	School trips and residential trips
Theatre trips	Different themed dinners
RE curriculum planning	