Flying High Partnership

PSHE Policy

Caring for myself and others

Last reviewed on:	September 2026
Next review due by:	September 2027

Vision

Our FHP curriculum model, underpinned by current research and statutory documentation (such as the National Curriculum and EYFS framework), ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy. We communicate our vision through the acronym, '**CHROME**'.

Character and Heart	to develop individuals who are resilient and show compassion and integrity.
Relevance	to ensure our children's backgrounds and needs, along with our current culture, climate and events, determine the content of our curriculum.
Opportunities	to enable children to move beyond their lived experiences, further developing their cultural capital
Memorable learning	to secure children with transferable knowledge they need for subsequent learning
Empowerment	to enable children to be aspirational, reflect on their learning, take risks, be brave, ask questions, solve problems, evaluate, develop peer critique methods and take ownership of their learning to increase their cultural capital.

PSHE Vision

At FHP, we provide a safe, friendly, stimulating and challenging environment where children's individuality is celebrated and respected. We strive to ensure that every child has dreams, aspirations and reaches for their goals. We believe that the relationships we create and maintain throughout our lives are fundamental to our emotional well-being, therefore we aim for all children to be able to build positive, successful and healthy relationships in all aspects of their life. By teaching quality PSHE and RSHE, our children will grow into well-rounded global citizens who have a respect for their school and their local, national and global communities. As such, the PSHE and RSHE curriculum promotes the teaching of British values and challenges stereotypes, promoting empathy, tolerance and acceptance of diversity in all forms. Everyone faces difficult situations in their lives, therefore our pupils will be provided with the opportunity to develop resilience, have the opportunity to explore mental health, know how and when to ask for help, and know where to access support. The successful implementation of our PSHE and RSHE curriculum will help our pupils to develop feelings of self-respect, confidence and emotional literacy. We endeavour to teach children skills to allow them to grow up with strategies to help them overcome challenges which they may be faced with throughout their life.

Aims

Our PSHE curriculum aims to:

- *teach important and necessary topics, drawing on good practice*
- *encompass many areas of study*
- *tailor PSHE to reflect the needs of our pupils, equipping pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions*
- *build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

We are aspirant for all children to leave Bilsthorpe Flying High Academy as Global Citizens being respectful and understanding of World Beliefs and consequently have clearly defined end points for each year group and the whole primary phase to ensure we meet this aim. Please see appendix A: 'As Global Citizens' for our end of primary phase poster.

Intent

At Bilsthorpe Flying High, our curriculum is based on the PSHE Association for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all.

Statements from the PSHE Association and from the 'Personal, Social and Emotional Development' educational programme of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPD is mapped on to a whole school long-term plan and sequenced onto our PSHE subject map. Links are made across year groups and subjects through deliberate and diverse content choices.

Each PSHE KKPD statement is broken down into component (granular) knowledge and key vocabulary. These are used to support the creation of learning sequences and to identify 'sticky knowledge' – the most important knowledge children need to remember for the next stage.

Within the KKPD are clearly defined curriculum end points which capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable global citizens.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPDs. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

The PSHE KKPD and CKPD are used by teachers to create learning sequences and objectives with the end points in mind. These are plotted on an enquiry or a discrete medium-term plan.

Please see Appendix B: 'Curriculum Structure Flowchart' for further information.

Implementation

The PSHE curriculum is delivered through an enquiry approach.

PSHE can be delivered as an enhancer to an enquiry (when this enables children to answer the enquiry question to its fullest), but when this is not possible, PSHE is taught discretely.

Individual lessons are planned in detail using our lesson design model. This has been informed by leading research such as Rosenshine's principles of instruction. The model includes five, flexible elements:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent practice
- Reflection

We use a range of varied teaching strategies to deliver PSHE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We draw on experiences from across the curriculum and try to immerse children into their wider work, developing skills to be used later in life. We encourage children to ask, as well as answer questions.

Our learning environments are used as immersive and instructional teaching tools. Learning journeys are organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. The use of floor books and scrap books across schools can be used as an addition to PSHE / RSE teaching.

Impact

Our carefully planned curriculum is the model of progression in PSHE. We strive for our children to know, remember and understand more of what they have been taught.

PSHE is planned and taught from Jigsaw however, bespoke PSHE is also implemented and taught alongside our enquiry themes. The teaching of British Values, protected characteristics and personal development is also a key priority in the PSHE curriculum.

Sticky knowledge is assessed at the end of an enquiry through completion of a double page spread which demonstrates pupil's knowledge and understanding by answering the enquiry question. Cumulative sticky knowledge quizzes take place throughout the unit of study. Quiz scores are to be retained and shared with the PSHE subject lead.

Knowledge organisers are used as a point of reference to support the acquisition of key vocabulary and sticky knowledge and can be used for both retrieval and self-quizzing practices.

Interleaving assessment of our 'sticky knowledge' is carefully planned on medium term plans and displayed in our classrooms.

All assessment practices allow teachers to garner evidence towards the PSHE curriculum end points and informs where subsequent teaching needs to focus to close any gaps. This evidence forms a capture of how well our children are performing across the school within PSHE.

Our Partnership has developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive in PSHE. We call this methodology a 'focused review'. This tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive in PSHE. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this.

Children with special educational needs and/or disabilities (SEND)

At our school we teach PSHE to all children. PSHE forms part of the school curriculum to provide a broad and balanced education to all children. We want all our children to access an ambitious PSHE curriculum. We believe in scaffolding up, and not dumbing down, the PSHE curriculum. A number of adaptations are available for children who have additional barriers to their learning. These can be seen in our PSHE adaptation document (appendix C). These have been shared with teachers to give them ideas on how to adapt lessons.

Where accessing reading materials could be a barrier (e.g. lowest 20% of readers), we include visual and audible scaffolds.

Staff professional learning

As part of the Flying High Partnership, our staff have access to a professional learning community, where PSHE leads from all Partnership schools work together to share best practice, discuss scholarly developments and strategically develop and plan our vision for the next steps in our PSHE curriculum. This expertise is then shared across the staff team through staff meetings and INSET training sessions.

Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of protected characteristics. For example:

- by ensuring that activities are carefully planned to meet the needs of all children and ensure scaffolds are available to the children who need more support
- by ensuring that PSHE is taught to all and that the materials used provide a 'mirror' and 'window' to the diverse world

- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience