



Personal, Social, Health & Economic (PSHE) Education Policy

(to be read in conjunction with the RSE policy)

Policy owner	CEO
Policy approved by	Education Standards Committee
Policy approved	January 2025
Review frequency	Annual
Policy next reviewed	January 2026

Introduction

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims and Key Principles

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other and maintain the British Values. Wherever possible we make close links between our values, worship and PSHE curriculum. Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

We want our children to learn, understand and respect our common humanity, diversity and differences along with the 7 protected characteristics so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Aims and objectives:

The aims and objectives of learning PSHE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

We aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning needs. We believe it is important to ensure that the PSHE curriculum meets the needs of every pupil under the Equality Act of

2010.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

Content of the Curriculum

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

We aim to cover the following core themes as set out in the 2019 PSHE Association Programme of Study which is explored in depth below.

Key Stages 1 and 2

Core Theme 1: Health and wellbeing

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

Core Theme 2: Relationships

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

Core Theme 3: Living in the wider world

- About respect for self and others and the importance of responsible behaviours and

actions

- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
 - About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives).

Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such an event in an age appropriate way.

Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting

Where possible, as a school, we try to develop our PSHE ethos to many aspects of school life. We try to involve our pupils in new initiatives that have strong PSHE links. Where appropriate some classes use worry boxes to encourage children to voice their concerns. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

In line with our commitment to fostering holistic development, we strive to involve our pupils in new initiatives that have strong links to Personal, Social, Health and Economic (PSHE) education. Central to this approach is the provision of opportunities for children to participate in outdoor adventures, which are designed to challenge their abilities and promote independence. These experiences not only enhance their sense of achievement but also cultivate essential teamwork skills that are invaluable in both academic and social contexts.

Wherever appropriate, teachers employ high-quality PSHE resources to address misconceptions and tailor their teaching to meet the varied needs of children within their classes. This targeted approach ensures that all pupils receive the support necessary to navigate personal challenges and social dynamics effectively, ultimately contributing to their

overall well-being and development.

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to. For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Parental Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement. For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

Assessment

PSHE understanding is assessed through baseline assessments and post teaching assessments evidenced within the floorbook.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. This is encouraged through regular pupil conferencing.

For the early years, evidence of learning will be in the children's tapestry and floorbooks. General statements about PSHE will be included in annual reports to parents.

Safeguarding

As a trust we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on Safeguard my school and pupils will be supported by the Inclusion Manager, Deputy Head or HeadTeacher. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

Should a pupils' question raise a potential safeguarding concern, staff should respond in a way that will allow them time to seek advice from the Inclusion Manager, Deputy Head or

Head Teacher by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Monitoring and Evaluation

The Senior Leadership Team (SLT) or PSHE Lead for the school will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. This is overseen by the PSHE Co-ordinator.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share ideas

This policy will be reviewed annually.