



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 2026
Review frequency	Annual
Policy next reviewed	January 2027

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

Underpinned by our Trust vision and values, our PSHE curriculum celebrates that every child is unique and aims to enable all pupils to experience 'life in all its fullness'. 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 nine 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 applies **only to non-statutory Sex Education** (specifically lessons covering human conception taught in Key Stage 2), as detailed in our Trust RSE Policy. There is no right of withdrawal from statutory Relationships Education, Health Education (including puberty), or statutory National Curriculum Science.

We aim to meet the needs of all pupils, irrespective of age, sex, race, religion, disability, or special educational needs, in accordance with the Equality Act 2010 and DfE statutory guidance.

Teaching takes into account the age, ability, SEND, readiness, and cultural backgrounds of all children through a spiral curriculum. In line with DfE guidance on contested concepts, teaching focuses on biological sex and fundamental human equality, ensuring all children are taught to treat one another with kindness, dignity, and respect.

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 regular lessons, elements of PSHE interweave between all aspects of school life. To ensure full curriculum coverage without repetition and to protect the emotional and developmental needs of all pupils, a two-Year rolling curriculum cycle is implemented. Planning follows the PSHE Association Programme of Study, ensuring that knowledge, skills and understanding are built progressively across each Key Stage regardless of class entry point. Where appropriate, teachers carefully differentiate learning outcomes within mixed cohorts. While shared themes (e.g., friendship, online safety, managing feelings) are taught whole-class, tasks, questioning and discussion depth are adapted to match the developmental readiness of each year group. For specific, mature topics—such as statutory puberty, changing bodies and non-statutory sex education—pupils may be split into specific year-group cohorts or maturity groupings across the key stage to receive age-appropriate instruction.

We aim to cover the following core themes as set out in the 2026 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
 - Health Habits & Hygiene: Dental health, sleep patterns/hygiene, sun safety, and physical exercise routines.
 - Substance Education: Safe use of household products and medicines; risks associated with smoking, vaping, alcohol, and legal/illegal drugs.
 - Physical Safety & Emergencies: Safety in the home, road safety, rail safety, water/canal safety, firework safety, calling 999, and age-appropriate First Aid (allergies, bites, asthma, head injuries).

Core Theme 2: Relationships and safety

- 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.
 - Body Safety & Consent: Understanding personal boundaries, comfortable/uncomfortable touch, seeking and giving permission, and age-appropriate safeguarding rules (including NSPCC Talk PANTS).
 - Addressing Discrimination: Recognising and challenging stereotypes, prejudiced views, and radicalisation/extremism (Year 5).
 - Digital Safety & Media Literacy: Identifying manipulated media (deepfakes/AI generation), recognizing targeted online advertising, and safely managing online relationships and cyber-risks.
 - Navigating Friendships: Falling out, resolving conflict, managing peer pressure/influence, addressing bullying, and celebrating diverse family structures and family changes.

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
 - Media & AI Literacy: Critical evaluation of online content and news stories (fake news), understanding AI literacy (chatbots, generative AI, AI ethics), and the impact of media on self-image.
 - Economic & Financial Harms: How money is earned and managed, distinguishing needs vs. wants, understanding online financial harms (in-game spending, targeted advertising, and gambling awareness).
 - Career-Related Learning: Exploring personal strengths, career choices, job skills, and transitioning to secondary school.

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 into many aspects of school life. We try to involve our pupils in new initiatives that

have strong PSHE links. Where appropriate, 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.

As part of our commitment to safeguarding and statutory Health and Relationships Education, children are taught the correct biological and anatomical names for body parts (including external genitalia) in an age-appropriate context. Using correct anatomical terms is essential for child protection, as it equips pupils with the vocabulary to describe their bodies accurately, set personal boundaries, and report any inappropriate contact or abuse clearly to a trusted adult.

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 (such as puberty or non-statutory sex education), parents will be informed prior to delivery. In accordance with statutory guidance on parental transparency, parents have an absolute right to inspect all teaching resources, schemes of work, slides and printed materials used in PSHE and RSE prior to lessons being taught.

Assessment

PSHE understanding is assessed through baseline assessments and post teaching assessments evidenced within a 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 learning journeys and floorbooks. General statements about PSHE will be included in annual reports to parents.

Safeguarding

PSHE education provides a safe space for pupils to explore sensitive issues. Because of the nature of the topics discussed, lessons may occasionally lead to a pupil disclosure. All staff delivering PSHE adhere strictly to the school's Safeguarding and Child Protection Policy (in line with Keeping Children Safe in Education 2026 guidance). If a teacher or staff member suspects a child protection risk during a PSHE discussion, they will immediately follow standard reporting protocols and inform the Designated Safeguarding Lead (DSL). If a pupil asks an unprompted question that falls outside the planned age-appropriate curriculum or raises potential safeguarding concerns, staff will maintain boundaries by acknowledging the question and seeking advice from the DSL/Senior Leadership Team before responding (using response phrasing such as: "That is an important question, and I want to give you a proper answer, so let me think about it and get back to you").

Monitoring and Evaluation

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

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.