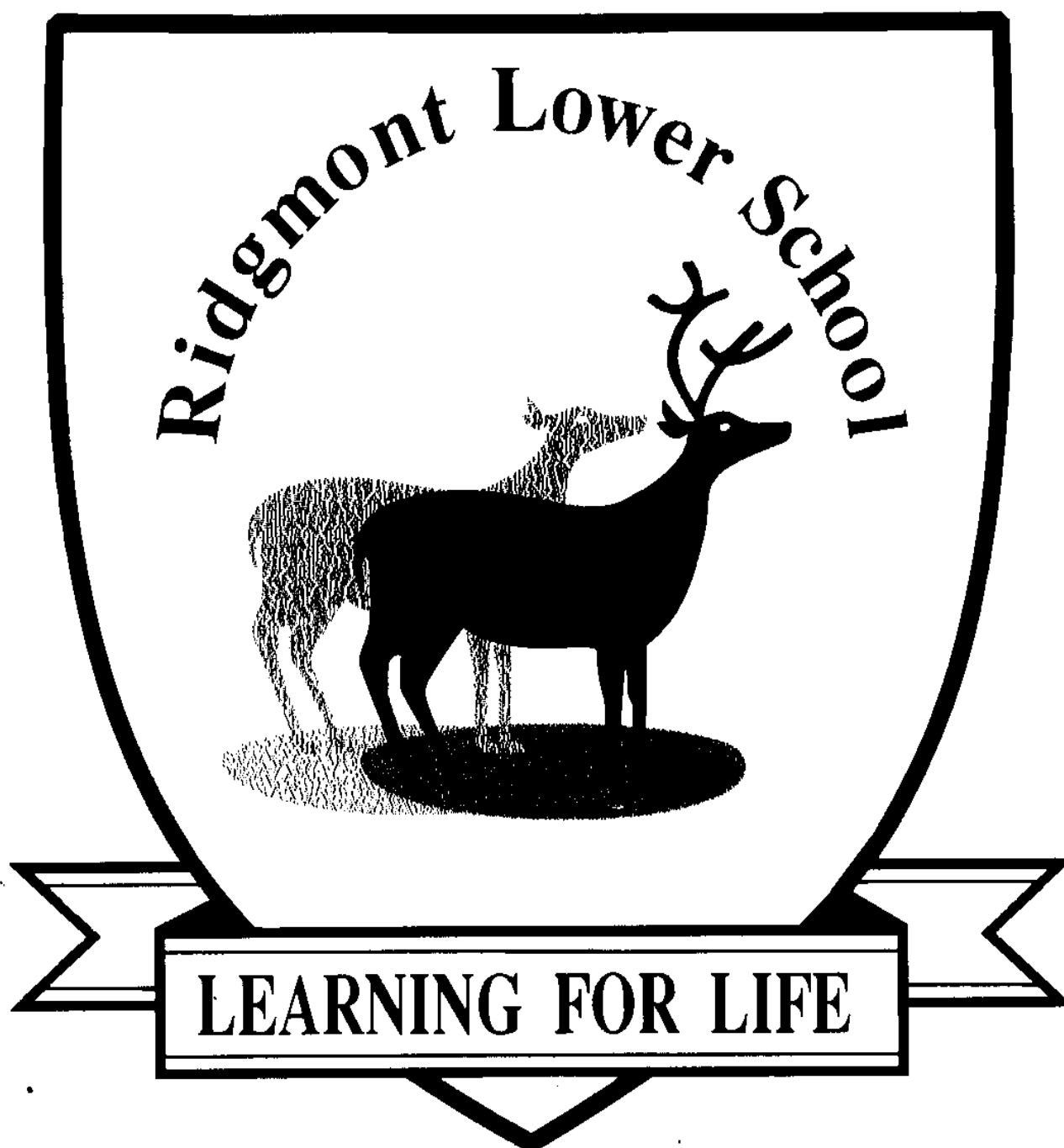




PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

Written	Autumn 1/2026
Reviewed & Updated	
Review Date	Autumn 1/2027
Date Approved by Governors	6 th October 2026

Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

PSHE is a non-statutory subject but

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Content and delivery

What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

For all aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in Key Stage One and Lower Key Stage Two over our 2 year rolling programme.

How we teach it

PSHE will be taught once a week for an hour. It is highly likely that some topics may also be covered during whole school assemblies eg how to be a good custodian of our planet; dealing with loss.

- Staff who deliver the lessons will not allow their personal beliefs and attitudes to influence their teaching;
- Should a member of staff raise a concern as to their ability to teach certain areas of the curriculum, this must not be overshadowed by their personal beliefs and attitudes;
- Staff will not allow their personal beliefs and attitudes to affect the way they approach controversial topics or difficult questions from pupils;
- Ground rules will be set at the start of the first lesson and will be re-capped each week.
- We will follow the programme of study produced by the PSHE Association and this will be supported using Kapow's schemes of work ;
- Progress will be reported to parents annually in the end of year school report

Managing Difficult Questions

Should a member of staff be presented with a *tricky question*, they will take the following into consideration:

- Do they understand exactly what is being asked and will ask for clarification if necessary?
- Has the question been asked deliberately to cause embarrassment or to prompt a certain reaction? If they believe this is the case, the teacher will respond carefully and not in a dismissive way in order not to inadvertently dissuade others from asking genuine questions;
- Has the answer already been provided in the lesson content? Does it just need explaining again or in a different way?
- Answer the question in an age-appropriate way, using facts and the correct language; be objective;
- How much detail is needed to answer this question?

- Is more time required to consider a response? A possible answer might be “That’s a great question – I’d like to have a think as to how best to answer it...”

Roles and responsibilities

The Governing Board

The Governing Board will hold the headteacher to account for the implementation of this policy.
The Governing Board has approved of this policy.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- The PSHE subject co-ordinator is Ms Jane Stringall
- Ensuring any questions raised by a child that is of a concerning nature is referred to the Designated Safeguarding Lead

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by Mrs Jakes through:

- Learning walks
- Lesson observations
- Book scrutinies (where appropriate)
- Feedback from pupils and staff

This policy will be reviewed by Mrs Jakes, Headteacher, on an annual basis. At every review, the policy will be approved by the Governing Board.

Core Themes	KS1	LKS2
Connecting with others	How can I help myself and others to feel safe and happy?	What helps us feel safe and included?
	How can I build safe, kind and caring relationships with others?	How can we respect each other?
The online world	How do we spend time online?	How should we communicate online?
	How can we stay safe online?	How can we decide what to trust online?
Health Protection	How can I protect myself and others in daily life?	How can we prevent illness and injury and respond if they happen?
Staying safe	How can I stay safe?	What signs help me recognise what is safe and unsafe?
	How can I make safe choices in different places	
My healthy self	How can we look after our emotions?	How can I take care of my mind and body?
	How can we look after our bodies?	How can I make healthy choices?
Citizenship	How can I help others and the environment?	What careers do people choose and why?
	How do people belong to a community and earn money?	What rights and responsibilities do we have?
		How can I spend money responsibly?
Growing up	How can we look after and respect our bodies as we grow?	How will my body and emotions change as I grow up?
When taught?	Yellow fill indicates first year of two year rolling programme	Blue fill indicates second year of two year rolling programme