



PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

Written	1 st September 2020
Reviewed & Updated	1 st December 2025
Review Date	Autumn 2/2026

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 Twinkl'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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles	Maintain a healthy body. Maintain my personal hygiene. Develop simple skills to help prevent diseases spreading.	Make healthy choices. Describe my feelings to others. Use simple strategies for managing my feelings.	Eat a balanced diet. Identify habits and why they can be hard to change.	Make choices to make a balanced lifestyle. Keep myself safe around commonly available substances and drugs Follow simple routines to reduce the spread of bacteria and viruses.	Recognise what positively and negative affects health and wellbeing. Make informed choices. Maintain and explain a healthy lifestyle. Recognise what might influence my choices.	Recognise how images in the media do not always reflect reality. Recognise images in the media can affect how people feel about themselves. Identify the risks and effects of drugs.
Growing and Changing	Recognise and celebrate my strengths and set simple but challenging goals. Explain change and loss and the associated feelings.	Recognise what I am good at. Set goals. Name the main parts of the body and explain how these change over time.	Recognise what I am good at and set goals. Describe my feelings. Recognise conflicting feelings and manage them.	Recognise what I am good at and set goals. Reflect on changes that happen in life and identify the feelings associated with change.	Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. Recognise feelings and explain their range and intensity to others. Listen to and overcome conflicting emotions. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.	Reflect on and celebrate my achievements. Confidently identify my strengths. Accurately identify areas for improvement. Set high aspirations and goals.

Core Themes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Safe	<p>Make sure I am safe from household products, including medicines.</p> <p>Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention. Help the people who look after me to more easily protect me.</p> <p>Know how to ask for help if I am worried about something.</p> <p>Keep myself safe and others safe.</p> <p>I know that I do not need to keep secrets.</p>	<p>Keep safe in different situations.</p> <p>Ask for help if I am worried about something.</p> <p>Keep things private and respect others' privacy.</p>	<p>Follow school rules about health and safety.</p> <p>Follow basic emergency procedures.</p> <p>Find people to help me stay healthy and safe.</p>	<p>Keep safe in my local area and online.</p> <p>Protect my personal information.</p> <p>Explain what is appropriate to ask for or share.</p> <p>Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.</p>	<p>Keep physically and emotionally safe including road safety and safety in the environment.</p> <p>Keep safe online.</p> <p>Protect my personal information.</p> <p>Use mobile phones responsibly, including safe keeping and safe user habits.</p>	<p>Differentiate between risk, danger and hazard.</p> <p>Recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p> <p>Undertake increasing responsibility.</p> <p>Resist pressures linked to behaving in unacceptable, unhealthy or risky ways.</p> <p>Recognise when I need to ask for help.</p> <p>Explain my right to protect my body and the law linked to contact and abuse.</p> <p>Recognise people who are responsible for keeping me healthy and safe and how help them with this.</p>
Feelings and Emotions	<p>Recognise feelings in myself and in others.</p> <p>Share my feelings.</p>	<p>Recognise what is fair and unfair, kind and unkind, and right and wrong.</p> <p>Respond correctly when people are being unkind to me or others.</p> <p>Recognise when my body or feelings are hurt or when others are hurt.</p>	<p>Recognise feelings in others.</p> <p>Respond to how others are feeling.</p>	<p>Explain when I should not agree to keep something confidential or a secret.</p> <p>Recognise and manage dares.</p>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Understand confidentiality.</p> <p>I know when to break a confidence.</p> <p>Manage dares.</p>

Core Themes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Valuing Differences	Respect similarities and differences in others. Share my views and ideas.	Respect similarities and differences in others. Share my views and ideas with individuals and with the whole class.	Recognise discrimination, teasing, bullying and aggressive behaviours. Get help if I experience or witness teasing or bullying.	Listen and respond respectfully to a wide range of people. Be confident enough to raise my own concerns. Recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.	Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Recognise and care about other people's feelings and respond to them appropriately. Try to see, respect and if necessary constructively challenge, their points of view regularly.	Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Try to see, respect and if necessary constructively challenge, their points of view regularly. Recognise and challenge stereotypes. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms.
Healthy Relationships	Identify my special people and explain what makes them special. Care for others.	Listen to other people and play and work cooperatively. Resolve simple arguments. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Get help if I experience or witness teasing or bullying.	Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.	Judge what kind of physical contact is acceptable or unacceptable and I know how to respond. Develop strategies to solve disputes and conflict through negotiation and appropriate compromise. Begin to give rich and constructive feedback. Understand how my body will, and that my emotions may, change as I approach and move through puberty.	Recognise how my actions affect themselves and others and begin to consider my actions as a result. Work collaboratively towards shared goals. Solve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to benefit others as well as myself.	Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships. Judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise and respect personal boundaries and everyone's right to privacy. Identify how my body and emotions may change through puberty. Explain human reproduction.

Core Themes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights and Responsibilities	<p>Contribute to the life of the classroom and school.</p> <p>Help construct, and agree to follow, group and class rules.</p> <p>Recognise ways in which I am unique and understand that there has never been and will never be another 'me'.</p> <p>Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p>	<p>Respect my needs and the needs of others.</p> <p>I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p>	<p>Discuss and debate health and wellbeing issues.</p> <p>Contribute to the community.</p> <p>Recognise the roles of people in the community.</p>	<p>Appreciate difference and diversity in the UK and around the world.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me.</p> <p>Explain rules and laws and understand why different rules are needed in different situations.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations.</p> <p>Understand human rights and children's rights.</p> <p>Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing.</p> <p>Explore and critique how the media present information.</p> <p>Critically examine what is presented to me in the media and explain why it is important to do so.</p> <p>Be careful online and in relation to the information I pass on and understand how information can be misinterpreted.</p>
Environment	<p>Develop strategies and skills needed to care for environments (including conserving energy).</p>	<p>Look after the local environment (including conserving energy).</p>	<p>Exercise my responsibilities, rights and duties in the community and towards the environment.</p>	<p>Discuss how resources are allocated and the effect of allocation.</p> <p>Understand sustainability of the environment.</p>	<p>Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p>Explain resource allocation and the impact of these choices at an individual, community and global level.</p>
Money	<p>Understand money, including the concepts of spending and saving.</p> <p>Understand the difference between spending and saving money.</p>	<p>Save and spend money.</p> <p>Make choices and keep track of money spent/saved.</p>	<p>Develop enterprise skills.</p>	<p>Explain the role of money.</p> <p>Manage money, including saving and budgeting.</p> <p>Develop my understanding of interest and loans.</p>	<p>Recognise the role money plays in my own and others' lives.</p> <p>Manage my money.</p> <p>Be a critical consumer.</p> <p>Discuss loans, interest, debt and tax.</p>	<p>Develop my enterprising skills.</p>
Concepts	<p>Mutual respect</p>	<p>Democracy Mutual respect</p>	<p>Democracy Mutual respect Rule of Law Individual liberty</p>	<p>Democracy Mutual respect Rule of Law Individual liberty</p>	<p>Democracy; Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain</p>	<p>Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain</p>

Vocabulary	Contribute Share Environment Money Strengths Goals Feelings Same and different	Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying	Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty
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