



# Personal, Social, Health and Economic (PSHE) Policy

*'Let your roots grow down into him, and let your lives be built on him'*

*Colossians 2:7*

DATE	REVIEW DATE	COORDINATOR	NOMINATED GOVERNOR
November 2025	September 2026 (earlier review due to changes in curriculum)	Hannah Chudasama	David Armitage

## 1. Aims

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

- Equip our pupils to be happy, healthy and responsible members of society and to reach their potential
- Provide our pupils with the knowledge and skills needed to successfully tackle the social, moral, spiritual and cultural issues that face them growing-up in their local environment
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about their rights and responsibilities
- Promote British Values

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

The children are taught about positive relationships and respect for others and how these link to promoting good mental health and well-being. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others

- Respond to challenge
  - Be an active partner in their own learning
  - Be active citizens within the local community
  - Explore issues related to living in a democratic society
  - Become healthy and fulfilled individuals
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## 2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. 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.

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## 3. Content and Delivery

### 3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on the school website or requested from the school office.

The school has its own PSHE pathway, which is based on Kapow, but personalised to meet the needs of our community for example FGM, Prevent, gangs. PSHE pathways can be found on the school website.

Kapow is a comprehensive PSHE programme for the whole primary school from Early Years through to Year 6.

Kapow is designed as a whole school approach, covering different topics.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

In Year 6, there is one additional topic 'Identity'.

This ensures that there is a clear sequence as well as age appropriate progression in knowledge and skills. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

### 3.2 How we teach it

At Baydon ST Nicholas Primary School, we allocate 45 minutes - 1 hour to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Our school values
- Through relationships child to child, adult to child and adult to adult across the school
- Worships
- External visitors
- The use of Newsbites in classrooms

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

We have developed the curriculum taking into account the age, needs and feelings of pupils in our setting.

### **Safeguarding**

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle / lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

### **Teaching sensitive issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### **External organisations / providers**

Different charities and organisations are invited into the school to teach children about safeguarding issues. An example of an outside provider used recently is the NSPCC. They make a valuable contribution to our PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

### **Inclusion**

Kapow is written as a universal core curriculum provision for all children. Inclusivity is part of its

philosophy. Teachers tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Kapow lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each lesson includes suggested activities for children working below the expected level. Teachers are also able to seek advice and further support from the school's SENCo as needed.

All issues will be taught in a way that no pupil is subject to discrimination. Inclusive PSHE lessons will foster good relationships between pupils and tackle all types of prejudice, promoting understanding and respect.

### **Assessment**

Teachers ensure children are making progress with their learning throughout their PSHE lessons. Each topic has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can be used as evidence for assessment. There are no national level descriptors for PSHE.

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## **4. Roles and Responsibilities**

### **4.1 The Governing Body**

The Governing Body will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **4.2 The headteacher**

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

### **4.3 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

### **4.4 Pupils**

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

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## **5. Monitoring Arrangements**

The delivery of PSHE is monitored through:

- Learning walks
- Lesson visits
- Pupil questionnaires
- Discussions with teaching staff

This policy will be reviewed annually. At every review, the policy will be approved by governors.