PSHE Education Policy

Person Responsible for Policy:
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Date of Adoption by Governing Body:
Autumn 2026

Date of next review:
Autumn 2027

Introduction and intended outcomes

At Richard Avenue Primary School we see Personal, social, health and Economic Education (PSHE) as being at the centre of all we do. PSHE is an important and necessary part of all pupils' education. It is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Although PSHE is a non-statutory subject, the majority of topics within PSHE are statutory under the Department for Education's statutory guidance on Relationships Education, RSE and Health education. Under the updated DfE statutory guidance effective September 2026, our curriculum incorporates enhanced content covering digital literacy (including personal data rights, privacy settings, and location tracking), online financial harms (such as gaming monetization, scams, and fraud), physical safety in public spaces (road, rail, and water safety), vaping and substance awareness, as well as grief, bereavement, and emotional nuance (understanding that low mood or worry is normal and not inherently a sign of clinical

mental ill-health). It also emphasizes age-appropriate correct biological body terminology for safeguarding and adheres to DfE principles regarding pupil and parental transparency, positivity, and skilled participative delivery.

As a school, we also have duties in relation to:

- promoting pupil wellbeing and pupil safeguarding (Children Act 2004)
- promoting community cohesion (Education Act).
- Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'
- The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe.

PSHE education, with its focus on identity and equality, can help schools to fulfil this duty. We adhere to the Education Act and through PSHE we aim to: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims and objectives

Primary PSHE builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. During key stages 1 and 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Planning

The Long Term Plan (LTP) of PSHE was updated in 2026 and shared with staff. The long term plan was written using the guidance of the 'PROGRAMME BUILDERS FOR PSHE EDUCATION KEY STAGES 1-2: Thematic model'. Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health education, each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. And although each takes a slightly different approach, they each cover all of the Programme of Study learning opportunities for their phase as well. The Long Term and Medium Term planning of PSHE identifies links for SMSC and British Values.

PSHE falls under 3 main themes, broken down into key topics across the primary phases:

- Topic 1: Relationships – 1.1. Families and friendships, 1.2. Safe relationships and personal boundaries, and 1.3. Respecting ourselves and others.
- Topic 2: Living in the wider world – 2.1. Belonging to a community, 2.2. Media literacy, data privacy and digital resilience, and 2.3. Money, gaming monetization and work.
- Topic 3: Health and wellbeing – 3.1. Physical health, mental wellbeing, grief and emotional nuance, 3.2. Growing and changing, and 3.3. Keeping safe (including road, rail, water safety, vaping and substance awareness).

Each topic is taught at the same time from year 1 to 6. Autumn – relationships, Spring – living in the wider world, Summer – health and wellbeing.

Autumn			Spring			Summer		
Relationships			Living in the wider world			Health and wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy, digital resilience, data privacy &	Money, gaming monetization & work	Physical health, mental wellbeing, grief &	Growing and changing	Keeping safe (road, rail, water safety &

				online financial harms		emotional nuance		vaping/substances)

To further integrate the new 9 topics, we have also linked them through the collective worship rota. The 9 topics are presented as themes throughout the year and each year group will get a focus question, linked to each topic, to explore during their class assembly time and record their ideas if necessary in their class floor book. These questions are evident within the medium term plans also. The PSHE subject leaders are responsible for their medium term planning and the monitoring of planning.

Learning and teaching

Teachers will use the LTP and MTPs to gain a full understanding of the progression throughout PSHE in our school. We will use prior learning, as detailed on the MTPs, to inform our teaching. We will assess pupils' prior knowledge/starting points by asking key questions, opening discussions and asking the children to share their current understanding. Some lessons will begin with a baseline activity to determine the children's understanding. Teachers will be responsible in ensuring that sessions, including those on risky behaviours, remain positive in tone by guidance relevant discussions and the children's learning appropriately. We will help pupils make connections between their learning and 'real life' behaviours by sharing videos, pictures, stories and scenarios of others to enable them to think about their decisions and lives. We will ask the children to make personal reflections on their choices, values and lives throughout the curriculum. We include a wide range of teaching approaches within our PSHE lessons. Some of our approaches for teaching PSHE are taken from the PSHE Association's 'Example Teaching Approaches' (Appendix 2). Teaching builds key life skills such as communication, assertiveness, boundary setting, risk assessment in physical and digital spaces, persistent help-seeking, and emotional regulation in line with DfE core guiding principles.

Creative a safe and supportive learning environment

We will create a safe and supportive learning environment by teaching issues sensitively, valuing children's responses, ensuring everyone is

heard, allowing children to ask questions freely, creating opportunities for open discussions, having clear ground rules and expectations of the children and having high levels of mutual respect and trust. Each class will display a copy of the relevant Key Stage RAPS PSHE Rules which we have developed to support a safe and supporting learning environment for all. These expectations are recapped at the beginning of each academic year, and are referred to throughout PSHE lessons, where relevant. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support and advice and if appropriate we will follow safeguarding procedures. This policy is also informed by the school's safeguarding and child protection policy.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by applying a range of teaching strategies, pitching lessons appropriately for all children and differentiating our teaching/lessons where necessary. We will ensure the resources and lessons we teach show diversity and equality within what we share and do not promote bias or prejudice in any way (e.g. no gender stereotypes when teaching about careers or only one type of family being represented within family lessons). Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. It is essential for teachers to take into account the personal experiences and lives of the children within their class when teaching PSHE, for lessons focused around sensitive issues (such as grief, different families and safe relationships) may be highly emotive or upsetting for some. Teachers may find it beneficial to speak to the child on a 1:1 basis or with a family member present before teaching certain lessons or blocks of lessons depending on the circumstances. Lessons may need to be adapted or provision may be put in place for individual circumstances. We expect our pupils to consider others' needs by following our class ground rules and showing respect to everyone within the lesson. We will use PSHE education as a way to address diversity issues and to ensure equality for all by ensuring the 9 protected characteristics of the Equality Act (2010) are addressed

throughout the curriculum. Our curriculum includes teaching about stereotypes, equality, diversity, discrimination and prejudice. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through high quality differentiation and on occasion individual resources to support learning. We will not exclude access to PSHE for any pupil by ensuring all pupils can access their PSHE learning.

Timetabling

Our PSHE education usually takes place weekly as one hour lessons for each year group. Often this time may be blocked into an afternoon if necessary. Links to PSHE may be evident throughout other curriculum areas such as Science, Computing and RE. PSHE is also evident within our school through our collective worship rota and class assembly time, focus days (such as during Anti-Bullying week), through visits or in workshops delivered by visitors and throughout charity events.

Assessment

Teachers will make ongoing assessments for learning during all stages of teaching and adapt their lessons where necessary. Teachers will use strategies throughout different stages of the lesson to assess the progress that is being made. At times, lessons will start with an assessment of what the children know, this will support teachers in directing the lesson in the best possible way. After each of the 3 termly topics taught teachers will ask children to reflect upon what they have learnt from that sequence of lessons. The children will reflect upon ‘What I now know about (insert title of the topic e.g. money and work) and discuss the new learning that has taken place. Assessment activities support pupils in understanding emotional nuance—normalising feelings of sadness, worry, grief, and loss, and recognising that these are normal experiences rather than automatic indicators of mental ill-health.

Teaching responsibilities and staff training

The programme will be led by Rebecca Cherrett (curriculum and Anti-Bullying) and Charlie Old/Craig Williams (pupil voice, school council, PGS, acts of kindness and Aspirations Day). It will be taught by class teachers and teaching assistants covering PPA. It will be supported by Rebecca Cherrett where necessary. Rebecca Cherrett will attend training courses out of school where necessary and feedback information to relevant staff. Teachers responsible for teaching PSHE will receive training when needed through staff meeting time. We may use external contributors to support us in teaching issues such as changing the adolescent body. Visits and visitors will also be used to support our PSHE curriculum. When using external speakers to deliver aspects of our PSHE programme we will ensure we are fully informed about their outcomes, content they are delivering to the children and how they are delivering it, prior to their visit.

Confidentiality, handling disclosures and responding to pupils' questions

We will discuss the ground rules at the start of every topic and make reference to them when possible. A KS1 and KS2 set of ground rules will be displayed in each classroom. We will be clear with the children of what we can and can not keep confidential and explain why if necessary. If a pupil makes a disclosure, we will follow the necessary safeguarding procedures. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers may also need to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should seek out advice if necessary to construct an appropriate answer. Teachers will not be expected to answer personal questions. We will support the children in making anonymous enquiries or questions by using our 'Ask-It Baskets' in KS2 focus lessons where appropriate. Teachers will address any questions anonymously during the next PSHE lesson, or sooner if it is required.

Links to other school policies and areas of the curriculum

Whole-school policies which support PSHE education (and vice versa) include:

- Safeguarding (including e-learning)
- Child protection
- Anti-radicalisation
- SMSC
- Collective worship
- Anti-Bullying
- Relationships and sex education
- Computing
- Drug education
- Food
- Substance misuse, vaping and nicotine safety
- Online safety, personal data rights, privacy settings, and digital literacy
- Physical and personal safety (road, rail, and water safety)

Learning in PSHE classes will link to/complement learning in:

- Science
- Computing
- RE
- Sustainability
- Other areas of the curriculum may also link depending on the lesson objectives

Cross curricular links are made within the PSHE MTPs.

Involving parents and carers

We are committed to working with parents and carers. We maintain full parental transparency and engagement regarding PSHE materials and curriculum frameworks. We will share our PSHE curriculum with parents and carers through our termly curriculum information and through updates of in-class work via Seesaw. We will offer support by sharing relevant information and by signposting support where necessary. Parents do not have the right to withdraw their children from Relationships Education or Health Education, as all core primary topics are statutory. For non-statutory Key Stage 2 Sex Education

components delivered in Year 6 (such as human conception and reproduction), parents retain the right to request withdrawal following consultation. A record of children withdrawn from non-statutory lessons will be kept, for school information only.

School Council

Each class has a school council member in Years 1 to 6. At the end of each year, the class will elect a new councillor to represent their class. School councillors attend regular meetings throughout the year. Meetings are planned by **Craig Williams** and aim to promote pupil voice. Members of the School Council feedback on issues regarding the wider world and the running of the school.

Sports Leaders

Having received appropriate training, a team of Sports Leaders from Y5 will support outside time during morning break and lunch, to organise and scaffold games and help in solving problems at this time.

Prefects and Ambassadors

The Prefects and ambassadors consist of Year 6 pupils. They write and present a manifesto about themselves and what they believe in as individuals and explain why they would be suitable for the role they are applying for. Claire McKinney and the Year 6 teachers will review the applications. Claire McKinney will interview the children to inform decisions on roles that will be given. Following their election, they are allocated a responsibility within the school.

Head Pupils

In summer term of each year children in Year 5 are asked to express their interest in the role of head pupil. Once they have expressed an interest the children are then asked to write an additional manifesto on why they would make a successful Head pupil. Once this is done, Year 5 teachers and Miss McKinney will agree on 6 candidates who will then record a video of them reading their manifesto. The videos will then be played in a staff meeting and each member of staff will

have a chance to vote. Once votes are counted the children will find out who the new head pupils are on the final day of term in assembly.

Policy availability

This policy is available on request. Requests should be made to the school office.