



Parkside Primary School

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

March 2025

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

This policy outlines our school's approach to PSHE Education. It was developed in consultation with staff, governors, parents and children to reflect the ethos of our whole school community.

Aims of PSHE

Personal, Social, Health and Economic (PSHE) education underpins life at Parkside Primary School. Children must have a healthy attitude and mind set towards themselves and others in order to thrive academically, socially and emotionally and make the most of their learning experiences. PSHE at Parkside aims to equip children with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and cope with many of the moral, social and cultural issues that are part of growing up in modern Britain. It aims to foster their personal, social and emotional development and become valued members of society. This involves encouraging individual responsibility, awareness and informed decision-making, building resilience and self-esteem, demonstrating respect, tolerance and consideration of others and promoting a healthy lifestyle.

As such, PSHE reinforces the school's mission statement in that it promotes:

- Children's learning and achieving
- Children to be safe and happy
- Children to be respectful and caring
- Children to be motivated and inspired

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

Equality and Safeguarding

The statutory guidance from the government is issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy draws on the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

It is also underpinned by the [Keeping Children Safe in Education 2022](#) guidance issued under Section 175 of the [Education Act 2002](#), which emphasises a child-

centred and coordinated approach to safeguarding which involves protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children grow up with the provisions of safe and effective care and taking action to ensure all children have the best outcomes.

Similarly, the delivery of PSHE at Parkside is founded in the [Children's Equality Act \(2010\)](#) and takes into consideration the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding PSHE depending on their circumstances and background. The school believes that all children should have access to PSHE that is relevant to their particular needs. Please see the HRSE policy for more details regarding this.

Content

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). We also teach a sex education programme in year 6, as recommended by the DfE. Please refer to our Health, Sex and Relationships policy H(RSE) for details about what we teach, and how we decide on what to teach in these areas.

The PSHE modules covered in KS1 are as follows:

- Keeping/staying Safe
- Keeping/staying Healthy
- Relationships
- Being Responsibly
- Hazard Watch
- Feelings and Emotions
- Computer Safety
- Our World
- Fire Safety

The PSHE modules covered in KS2 are as follows:

- Keeping/staying Safe
- Keeping/staying Healthy
- Growing and Changing
- Being Responsible
- Feelings and Emotions
- The Working World
- Computer Safety
- A World Without Judgement

For more detail about what we teach in each year group, see the attached progression route and content delivery documents.

How PSHE is covered in the curriculum

PSHE is firmly embedded through all aspects of school life and many aspects are taught throughout the year. This includes:

- Throughout the taught, age appropriate PSHE programme facilitated by 1decision, which reflects the requirements and guidance in the science national curriculum, the statutory H(RSE) curriculum and the non-statutory framework for PSHE and citizenship.
- Through all members of the school community modelling and demonstrating a supportive and positive code of conduct
- Encouraging respectful and positive communication and interaction during playtimes and lunchtimes
- Assemblies, including external visitors such as the NSPCC PANTS talk, community police officers and firefighters
- Through themed weeks such as Anti-bullying week, Children's Mental Health week and Life Skills week
- Within Science, as seen by the national curriculum and/or negotiated by the PSHE coordinator
- Through other curriculum areas such as Drama and English
- Through pastoral support
- Through target interventions such as Befriending
- Through offering advice to parents/carers (e.g. coffee mornings) and signposting them to other information sources to help them support their children
- Delivery in response to incidents

As well as this, some specific age-related aspects are delivered at a pre-planned point so that parents can be informed and can be involved in supporting their child. These include puberty and sex education.

The Delivery of PSHE

PSHE is usually delivered by class teachers in mixed gender groups unless it is considered more appropriate for topics to be covered in single-sex groups.

The format of typical lessons are as follows:

A safe learning environment

- A safe learning environment is assured through ensuring that PSHE ground rules or group agreements are in place and explained. This ensures that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

- No one in the classroom will be expected to answer a personal question
- Distancing techniques such as the use of scenarios will be used to keep everyone safe, for example using puppets to play out a scenario.
- Confidentiality will be explained including pupils understanding how disclosures will be handled
- The correct names for the body parts will be introduced in year 2
- The definitions of words will be explained in a sensible and factual way
- Any vulnerable pupils or those at risk will be identified and arrangements will be made for them to access the learning in a comfortable way.

High quality teaching and learning may take the form of:

- Lessons set out in the 1decision PSHE programme (see the attached progression document)
- Reading and discussing storybooks
- Watching and discussing video clips
- Circle time and class discussions
- Role play
- Group work
- Reflection time
- Artwork
- Writing (such as diary or letter-writing)

Roles and Responsibilities

The governing board

The governing board has delegated the approval of this policy to the curriculum committee.

The Head teacher

The Head teacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education (Year 6) lessons.

Staff

The PSHE Lead is responsible for the development, monitoring and review of PSHE teaching and learning, supporting and training staff and liaising with any external agencies to support the curriculum. All other staff are responsible for:

- Delivering PSHE in a sensitive way

- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific sex education (Year 6) lessons.

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching specific sex education lessons (Year 6) are encouraged to discuss this with the Head teacher.

The school's PHSE education lead is Anna Franklin & Sophie Ooi

The school's SENDco is Will Humphrey

The school's Well-being Lead is Amanda Warriner

The school's Pastoral Officer / DDSL is Lynne Wearing

Pupils

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

Parental engagement in PSHE

We recognise the fundamental role that parents and carers have in helping their children understand and learn about PSHE, particularly certain elements such as health, relationships and sex. Please see the H(RSE) policy for more details on parental engagement in these areas of PSHE.

Asking and Answering Questions

Staff will strive to answer all questions and concerns in a sensitive, age and developmentally appropriate manner. However, pupils may ask their teachers or other adults questions which go beyond what is set out in the curriculum, particularly pertaining to health, relationships and sex. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Teachers will be consistent in their approach, as well as use the discretion and if necessary refer to the PSHE coordinator or Designated Safeguarding Lead (DSL) for advice and support.

- Clear guidance will be given to pupils about what types of questions are appropriate
- If the teacher feels that any questions are inappropriate they will acknowledge it but then attend to it on an individual basis. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff,

offering a simple holding answer or mentioning the question to the parents at the end of the day.

- Pupils will have the opportunity to ask questions anonymously or on an individual basis
- Teachers will answer questions objectively and factually at all times without promoting their personal beliefs or opinions. The correct terminology will be used and explained where appropriate.
- If a member of staff is concerned that a pupil is at risk, including sexual abuse or exploitation, the usual safeguarding procedures will follow (as seen in the safeguarding and child-protection policy).

Staff Training

The PSHE coordinator attends regular training events and conferences to keep updated with this fastmoving subject area and engage regularly with teachers and pupils to tailor the programme to reflect the needs of the individual pupils at Parkside. PSHE is delivered by class teachers who receive regular training from the PSHE coordinator through staff INSET, as well as from members of SMT with regards to safeguarding and other key areas. Everyone involved with teaching, or supporting the teaching of PSHE will receive appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children in our care.

Progression and Assessment

PSHE is delivered through a sequenced, planned programme of work known as a 'spiral' curriculum; as children move through the school the lessons are designed to build on and revisit areas previously learnt, broadening and deepening children's knowledge and skills and ensure continuity and progression.

Baseline assessments will be carried out at the beginning of each new unit so that teachers can assess pupils' existing knowledge, skills and understanding and plan their teaching accordingly, tailoring the lessons to target specific areas or gaps in knowledge. These will be followed by an end of unit assessment where both pupils and teachers will be able to visually see their progress. Children will also be encouraged to complete their own self-assessment to indicate their own views on their learning,

Formative assessment will also take place throughout lessons for example through class discussions and observing children completing their activities.

Elements of PSHE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum.

Monitoring and Evaluation

It is imperative to continually reflect on and evaluate the curriculum and policy and make any improvements or changes to ensure it is meeting the needs of our pupils. Similarly, the needs (baseline) assessments will be used to make any changes to the curriculum.

Feedback from teachers, pupils, parents/carers and governors will be used to regularly monitor and evaluate the policy and ensure it reflects the essence of PSHE at Parkside.

Links to other policies

This policy links closely to our Safeguarding Policy, H(RSE) Policy, Drug Education Policy, SEND Policy, Medical Conditions Policy, Science Policy, Curriculum Policy, Health and Safety Policy, Ambulance Procedures, Behaviour and Discipline Policy, Exclusion Policy and School Code of Conduct.

Reviewing the policy

This policy is reviewed every two years.