

Personal, Social and Health Education policy

Greenlands Community Primary School



Approved by:	Curriculum Committee	Date: October 2025
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Last reviewed on:	October 2025
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1. Aims

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

- enable children to become healthier, more independent and more responsible members of society.
- play a positive role in contributing to the life of the school and the wider community.
- develop our pupils' sense of self-worth
- teach them how society is organised and governed.
- experience the process of democracy through participation in the school council.
- teach children about their rights and about their responsibilities.
- appreciate what it means to be a positive member of a diverse and multi-cultural society.
- meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our aims are in line with our school values of respect, compassion, trust, resilience, perseverance and ambition.

2. Statutory requirements

PSHE continues to be a non-statutory subject.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). [Relationships and Sex Education](#) (RSE) is now a statutory subject and has its own policy.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

This policy has been developed in using guidance from the PSHE Association, The Key policy makers, staff and governors.

4. Definition

PSHE is the teaching of Personal, Social and Health Education.

5. Curriculum

Our PSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. It covers all elements of the PSHE, RSE and Citizenship curriculum.

6. Delivery of RSE

In Reception, PSHE is taught as an integral part of 'our topic' work. Our teaching matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals. We also support citizenship education when we teach 'how to develop a child' knowledge and understanding of the world.' The Reception class base their planning on the EYFS document and work towards the Early Learning Goals. PSHE and citizenship is continually taught, monitored and assessed.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- › Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources – Quality Assured resources through the PSHE Association
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 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

All class teachers and teaching assistants could be required to teach some aspects of the PSHE curriculum. Elysia Ainsworth is the PSHE lead and she is also responsible for RSE.

8.4 Pupils

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

9. Monitoring arrangements

The delivery of PSHE is monitored by Elysia Ainsworth through:

- Planning scrutiny
- Class displays
- Pupil Interviews
- Floor Books
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Elysia Ainsworth every two years.

At every review, the policy will be approved by Curriculum Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	