



Overleigh St Mary's CE Primary School

PSHE Policy

Signed by:

Head teacher

Date: Summer 2025

Chair of governors

Date:

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Statement of intent

Our motto, 'Children First', resonates throughout school and in our partnership with our families and wider community. This is reflected throughout our work in PSHE, in order to help all children in their personal development. We ensure that all pupils can access the PSHE curriculum, including the most disadvantaged children and SEND pupils, so that they gain the knowledge and skills they need to succeed in life.

Curiosity

The PSHE curriculum encourages children to ask questions, to be open-minded and to discover more about themselves and about others around them.

Community

Through our work in PSHE, we study local, national and international issues, especially current issues which will affect the children's lives. This enables children to be respectful individuals who make reasoned, positive, unbiased and informed choices.

Christianity

As a church school, the Christian values are embedded within our PSHE curriculum. Our school celebrates and embraces difference, which nurtures children to become tolerant, respectful and empathetic individuals. This is clearly evident than within the PSHE curriculum.

Intent

At our school we provide a rich and varied learning environment that allows all children to develop their knowledge, skills and abilities to their full potential through being informed, articulate and empowered learners. In PSHE, this means children are given the tools with which to build lasting and meaningful relationships for life, to stay safe and also to make good decisions about their health and wellbeing. Through our PSHE curriculum, we strive to help our pupils develop into happy, confident, well-rounded members of society, who can make a positive contribution to their community.

We intend for the principles and positive messages covered within PSHE to be integrated into whole school life and the ethos of the school. Children's attitudes towards themselves, towards their learning and towards others are positively strengthened through the knowledge and skills developed through our PSHE curriculum.

What we want our children to gain in our curriculum comes from being informed, articulate and empowered learners:

Informed:

Our PSHE curriculum is strongly tied to our Relationships and Health Education and we are guided by the statutory guidance for Relationships Education. Through this, all children will be taught the content in the areas detailed in Section 8, below.

Articulate:

- Through PSHE lessons, there is a focus on oracy, with many opportunities for children to use their speaking and listening skills, including group and class discussions, circle time games and oral presentations.
- During PSHE lessons, key vocabulary is introduced, explained and used at an age-appropriate level.
- During PSHE lessons, we develop the children's sense of belonging in our local community, celebrate diversity and embed a culture of inclusion.

Empowered

- In PSHE, we empower all children to participate, by ensuring respectful behaviour and that the rules for discussion are followed.
- As a diverse school, we empower children by ensuring that we present different cultures, different backgrounds and different families positively, so that all children feel included, can relate and learn to respect each other and their differences.
- Through the PSHE curriculum, we empower all children to make good choices – around being online, healthy lifestyle etc.
- All children, including those who have SEND or are disadvantaged, are supported to fully access the PSHE curriculum. This may include additional adult support, peer support, scaffolding/ alternative recording methods and the repetition and further explanation of vocabulary.

Implementation

PSHE is taught as a discrete lesson, every week, and a range of teaching and learning styles are used, with an emphasis on discussion, group work and problem solving. The whole school follow the Heartsmart Scheme of work as a basis, complimenting it with creative ideas to motivate all learners. Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. At Overleigh, we welcome visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. We also consult with the local community on to ensure that local issues are covered in lessons.

In addition to discrete lessons, the PSHE and RHE objectives are covered in other areas of our curriculum, for example an aspect of health may form part of the Science curriculum (such as healthy eating/ dental health) and positive relationships may be explored through a shared book. PSHE and RHE objectives are also key when we are planning and delivering our Values Days, other whole school or year group specific themed days (such as Anti-bullying week and Diversity Week) and in Acts of Worship.

As children move through our school, their knowledge and understanding develops and deepens. The ideas and concepts that children explore are revisited, allowing children to

retain and build on their knowledge and continue to develop, in order to prepare them for future learning and life.

We implement our curriculum using the Heartsmart scheme which organises the skills and knowledge into six areas:

- Get Heartsmart
- Don't forget to let love in
- Too much selfie isn't healthy
- Don't rub it in, rub it out
- Fake is a mistake
- No way through isn't true

Impact

The children at Overleigh are respectful and make good behaviour choices. They respect each other's differences and celebrate what makes them special. They talk confidently about their emotions, can identify ways to help themselves to be healthy and know where to go for help.

Our PSHE curriculum is high quality, well thought out and is planned to ensure progression. Our teachers measure the impact of our curriculum by:

- ✓ Checking at the beginning of each unit to see what the children already know
- ✓ Making links to previous learning
- ✓ Starting lessons with a recap of understanding from previous learning
- ✓ Providing opportunities for open-ended tasks, to allow the more able to demonstrate their greater knowledge
- ✓ Informally assessing children at the end of the unit to ascertain their learning
- ✓ Continuing to assess children by observing how their growing knowledge and understanding is applied in areas other than in PSHE lessons (for example during book discussions or answers given in Acts of Worship)

In PSHE, much of this is done orally, as part of class and group discussion and games.

The leadership team check that this impact is being secured by monitoring PSHE on a regular and frequent basis. This supports the ongoing development of the curriculum and includes:

- ✓ Checking on staff subject knowledge, by auditing each year and offering additional support if necessary
- ✓ Regular staff meetings (to discuss current practices, keep all staff abreast of any changes and to identify needs)
- ✓ 'Pupil voice', which is conducted annually to allow pupils to contribute to their curriculum content
- ✓ Monitoring of work
- ✓ Tracking of content against the long-term plan of the school, to ensure the full breadth of the curriculum is met.

The impact of this is that children at Overleigh are equipped with the necessary skills and knowledge and are secure in their understanding of the characteristics of positive relationships and emotional and mental wellbeing. This will enable them to be resilient

individuals, ready for the next stage of their learning and for life as an adult in the wider world.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy

2. Key roles and responsibilities

- 2.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.
- 2.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.4. The PSHE subject leader has overall responsibility for reviewing the PSHE Policy every 2 years.
- 2.5. The PSHE subject leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.6. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.7. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

- 2.8. The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

- 3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning styles

- 4.1. A range of teaching and learning styles are used to teach PSHE, with an emphasis on discussion, group work and problem solving. The whole school follow the Heartsmart scheme of work as a basis, complimenting it with creative ideas to motivate all learners.
- 4.2. Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment
- 4.3. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher.
- 4.4. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.5. Pupils' questions are answered respectfully by teachers.

5. Timetabling

- 5.1. PSHE is taught as a discrete lesson, every week, in addition to extra PSHE covered during Value days, themed days and weeks, through books shared and during Acts of Worship.

6. Safeguarding and confidentiality

- 6.1. Any safeguarding concerns arising during PSHE lessons are dealt with by following the procedures laid out in our Child Protection and Safeguarding Policy.

7. Tailoring PSHE

- 7.1. Teaching considers the ability, age, readiness and cultural backgrounds of all children in the class and will be tailored accordingly.
- 7.2. Adaptations are made for those for whom English is an additional language to ensure that all pupils can fully access PSHE educational provision.
- 7.3. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 7.4. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

8. KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

- 8.1. Pupils will be taught the following:
 - The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up
 - That marriage represents a formal and legally recognised commitment between two people which is meant 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

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as 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 and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ 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/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising 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

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

Mental wellbeing

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations

- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

Physical health and fitness

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

8.12. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

8.13. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices

- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

9. Assessment

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods, including discussion and group work as well as more formal recorded work, in order to monitor progress.

10. Monitoring and review

- 10.1. This policy will be reviewed by the PSHE subject leader on a yearly basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is Summer 2026.