Elton Primary School & Nursery

PSHE Policy

In our school, the wellbeing and education of all our children comes first

Full Governors	**Autumn 2026**
Review	**Autumn 2028**

Rationale

Personal, social, health, and economic education (PSHE) helps to equip children and young people with the knowledge, understanding, attitudes and practical skills they need to live healthy, safe, productive, fulfilled, capable, independent and responsible lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. PSHE makes a major contribution to the aspiration, tolerance and attitude of our children. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Citizenship education was introduced with the revised curriculum in September 2014 and although it is statutory only from KS3 onwards, at Elton we support the delivery and introduction of this subject to children through our RHE and PSHE sessions and assemblies. A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society - thinking about all of the issues that affect our world and encouraging pupils to uphold 'British Values' included a belief in freedom, tolerance of others, accepting personal and social responsibility, respecting and upholding the rule of law. It will help them become knowledgeable, considerate and responsible citizens in the classroom and beyond. It encourages them to play a helpful role in their own communities and gives them greater insight into the way democracy works. It encourages respect for all and develops pupils' abilities to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

At Elton Primary School, PSHE, RHE (relationship and health education) and Citizenship is primarily taught through our My Happy Mind Plus curriculum. However, personal and social education forms the framework within which everything happens at Elton, as children are taught to recognise and develop excellent personal qualities as they travel on their journey to adulthood. Health education often occurs as part of the science curriculum, but is also relevant to all other areas of work in school, particularly PE and Computing.

A Whole School Approach

At Elton Primary School and Nursery, the provision for PSHE and Citizenship supports and is supported by the aims and implementations of many whole school policies including

- Anti-Bullying
- Equal Opportunities
- Racial Equality
- Behaviour and Discipline
- Special Educational Needs
- Inclusion

- Collective worship
- RE
- RHE
- Drug Education
- Safeguarding

Implementation

The relationship between PSHE/Citizenship and SMSC provision and school ethos is important. Our school supports the implementation of these by aiming to have

- Clear whole school approach which enhances values discussed and agreed by all members of the school community.
- Effective relationships within the school and between the school and the wider community.
- A curriculum that requires pupils to be involved in and to contribute to their own community.

In the Foundation Stage, PSHE/SMSC is delivered through three areas of the Early Years Foundation Stage (EYFS) document (Personal, social and emotional development; physical development; understanding the world). Pupils will experience opportunities encouraging them to

- Make relationships
- Develop self-awareness and self-confidence
- Manage their feelings and behaviour
- Maintain their health and self-care
- Learn about and take an interest in people and their communities

In Key Stages 1 & 2, children will explore the following themes:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk and safety (including behaviour and strategies in different settings)
- Diversity and equality (in all its forms)
- Rights, responsibilities and consent (in different contexts)

- Change and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- Career (including enterprise and economic understanding).

Sex and Relationships Education

For details see the school’s separate Relationship and Health Education (RHE) policy.

Drugs, Alcohol and Tobacco

At Elton Primary School and Nursery, we have to prepare young people to lead confident, healthy, safe and independent lives. Education about drugs, alcohol and tobacco is therefore crucial. It can increase young people's knowledge and understanding about drugs, alcohol and tobacco and the effects they produce, and help them make safe and informed decisions.

It can help young people to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving. Drug, alcohol and tobacco education is an integral part of our PSHE lessons, and is also included in National Curriculum Science at all key stages.

We teach drug education using the Christopher Winter drug awareness lessons (for details see the school’s separate Relationship and Health Education (RHE) policy).

Learning opportunities

Learning opportunities happen across and beyond the curriculum, in specific lessons, and in assemblies, circle time, special school projects and other activities and events that enrich pupils' experiences. We liaise closely with outside agencies such as the Schools Health Service and local Police force.

PSHCE/Citizenship/SMSC/RHE may be delivered in a variety of ways such as:-

- Discrete lessons;
- Assemblies
- Visits to and from outside agencies;
- Cross curricular lessons such as Science, Literacy or Humanities through themed planning;
- Involvement in Extra-curricular and Outdoor Education activities such as Wildlife club and residential visits and in the wider community through fund raising for chosen charities.

Including All Learners

Inclusion involves the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning and participation. We believe in giving children strategies to be successful.

At our school we teach PSHE/SMSC and Citizenship to all children, whatever their ability. This area of learning forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE/SMSC and Citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and Recording

In Foundation Stage 2, there is a statutory requirement to assess PSHE/SMSC against the Early Learning Goals at the end of the Foundation Stage year (referred to as PSED in the EYFS curriculum).

The DfE stated that it does not intend to publish new programmes of study for PSHE. There are no attainment targets for PSHE education. The PSHE association recommends that schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process.

At Elton Primary School and Nursery, teachers are required to report progress of pupils to parents at the end of each academic year. This is done by means of a formal written report each July.

A judgment can be made through the use of-

- Self-assessment (checklist, diary, display, questionnaire, 'draw and write')
- Peer- assessment (observation of role-play, interviewing)
- Whole- group assessment (thought showers, graffiti sheets, worksheets, role play)
- Teacher assessment based on the end of key stage statements (response to group activity, marking)
- Joint teacher and pupil assessment (reflection on involvement in school or ability to work in a group)

Assessment enables effective reporting and recording of pupil development.

The achievements of all pupils are recognised and celebrated in class and in assemblies each week. Whole class reward charts, Proud Clouds and a 'team points' system is used across the whole school to reward good work and reinforce positive behaviour of children both in class and during play and lunchtimes.

Appendix I: PSHE/SMSC Key Stages 1 and 2 - end of Key Stage expectations by this school:

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress

Key Stage 1

Children can identify and name some feelings (for example through interpreting facial expressions,) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example taking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key Stage 2

Children can demonstrate that they recognise their own worth and that of others ~'for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgments and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationships (for example marriage or friendship), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.