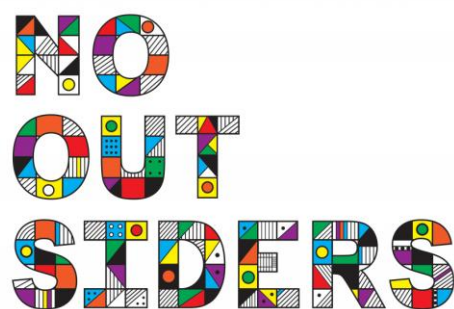


**PERSONAL, SOCIAL, HEALTH AND
EDUCATION POLICY**

DATE ADOPTED	December 2024
LAST REVIEWED	Spring 2025
AUTHOR/OWNER	SLT Rachael Baker
REVIEW CYCLE	Bi-annual
NEXT REVIEW DATE	Spring 2027



EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.

W - Welcoming
H – Happy
S – Safe

WINSFORD HIGH STREET COMMUNITY PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH AND EDUCATION POLICY

Introduction

Personal, Social, Health and Education is a mainstream entitlement for all pupils. Every effort is made at Winsford High Street Primary School to ensure that it is relevant and accessible for all children in order to develop a positive whole school ethos, environment and curriculum that enable pupils to recognise personal qualities, build on achievements, do their best and manage their health and well-being.

Our school has other policies which are closely linked to this PSHE Policy, such as:-

- Anti-Bullying Policy
- Drug Awareness Policy
- R.E Policy
- Diversity and Equality Policy
- Safeguarding Policy
- SEN & Inclusion Policy
- Community Cohesion Policy
- Behaviour Policy
- Wellbeing Policy

Aims

- To understand features of healthy and unhealthy relationships (both within family life and the wider world).
- To promote the spiritual, moral, social and cultural development of all pupils.
- To develop confidence, self-esteem and responsibility and enable pupils to make the most of their abilities.
- To prepare children to play an active role as citizens.
- To develop a healthier, safer lifestyle.
- To respect differences between people and to understand our 'No Outsider' approach to school life and beyond.

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

Equal Opportunities

All pupils regardless of race, gender or ability will have the same opportunities to develop their knowledge and skills (Ref: Diversity and Equality Policy).

Participation and Partnerships

To ensure that the PSHE is relevant, pupils should be involved in its development through:

- Involvement in the Healthy Schools' Programme.
- Identifying pupils' thoughts on the curriculum through pupil voice.
- Discussion of issues through the School Council.

Partnerships are also in place to ensure the relevancy of PSHE to the pupils. These include:

- Parents/carers
- The wider community, such as religious leaders, voluntary organisations, the police, etc

- Local Authority, School Health Nurse
- Local Healthy School programme
- Local businesses
- Winsford Education Partnership Network

Curriculum Planning

As stated above, we are required to cover the content for relationships education, and health education, as set out in statutory guidance (linked above).

Refer to our Relationships and sex education (RSE) policy for details about what we teach, and how we decide on what we teach, in this subject (see school website for the RSE policy).

For other aspects of PSHE, including health education, see the attached curriculum overview for more details about what we teach in each year group.

The delivery of the PSHE curriculum will be carried out by class teachers with support from the Headteacher and other agencies (including subject leads and the PSHE association).

Our curriculum overview outlines how PSHE topics link to our whole school curriculum themes (Pride, Respect, Empowerment).

We are a 'No Outsiders' school and use No Outsiders resources. The No Outsiders sessions have been embedded into our whole school curriculum.

We are a 'KiVa' school and use KiVa resources. The KiVa sessions have been embedded into our whole school curriculum.

Active learning methods will be used to deliver the PSHE curriculum. These methods work by using creative processes to develop skills, acquire knowledge and explore beliefs and values. In PSHE lessons, we use resources to prompt discussions within the classroom environment.

British Values

At Winsford High Street Primary School, British values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are reinforced regularly through PSHE (alongside other subjects including RE).

Confidentiality

The classroom is not a confidential environment. If a pupil talks about personal information, the teacher will offer positive support, ask relevant questions and agree a relevant and helpful way forward. If further action needs to be taken this will be agreed and done with the pupil understanding the process and its implications. The Senior Leadership Team will support the class teacher (if required) in deciding upon further action.

Reviewed: Spring 2025
Mike Whitaker: Chair of Governors

PSHE

Know how/what and key concepts:		Know what/key concepts:	
Everyone Belongs - Pride Every person is valued, respected, and included, regardless of their background, identity, family, abilities, or beliefs.		Everyone Matters - Respect Building positive relationships and standing up for others. Understanding that others have different views and being active listeners.	Everyone can Succeed - Empowerment Understanding how we change physically, emotionally and socially. Being responsible members of our communities and the wider world around us.
	Autumn	Spring	Summer
EYFS	The development of children’s personal, social and emotional development is an everyday occurrence from the moment children enter the EYFS. Children are guided and supported to manage their feelings, and teaching points occur naturally. Children are supported to extend their vocabulary and understanding of feelings and relationships through circle times that begin in Nursery and as children move to Reception begin to follow the themes in line with Key Stage One. The Personal Social Development area of learning in the EYFS is broken down into three aspects: Self-Regulation, Building Relationships and Managing Self. By the end of the EYFS children are expected to: Self-regulation: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Managing Self: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs. No Outsiders: Feelings, communication, friendship, problem solving, changes, moving forward.		
Key Stage 1			
Year 1	Key concept/Skill: Understanding and managing our emotions. Making friends: playing and learning together. Key discussions: - I can notice and name different types of feelings and thoughts. - I can learn simple self-regulation strategies to manage them. - I can understand what rules are; caring for others’ needs; looking after the environment. - I can understand how to listen, share, work	Key concept/Skill: Celebrating me, you and our families. Safety at home. Key discussions: - I can understand roles of different people; families; feeling cared for. - I can understand what makes me and my family special. - I can show care, kindness, and respect to the people around me. - I can make safe choices to keep myself safe at home.	Key concept/Skill: Being healthy. Showing kindness to ourselves and others. Key discussions: - I can make healthy choices to help my body stay well. - I can be active and understand why exercise is important. - I can keep myself clean by following healthy hygiene routines, including brushing my teeth. - I can recognise and talk about different feelings. - I can understand how my feelings can affect myself and

	cooperatively, and when and how to ask for permission. - I can learn about friendships, including falling out and how to recognise bullying. Key questions: How can I understand and manage my feelings? How can I be kind and responsible towards others and the world around me? How can I work and play well with other people? Key vocabulary: rules, needs, strengths, emotions, regulation. Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: EYFS Personal, Social and Emotional Development: Self-Regulation, Building Relationships and Managing Self. Children learned to recognise and manage feelings, follow rules and routines, build positive relationships and work cooperatively with others.	Key questions: What are the roles of different people in my life? How should my family care for me? How can I make safe choices to keep myself safe at home? Key vocabulary: family, care, safety, role, choices Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: EYFS Personal, Social and Emotional Development: Building Relationships and Managing Self. Children learned about caring relationships, taking turns, showing kindness and respect, and understanding how to keep themselves safe and healthy.	others. - I can show kindness and care towards other people. Key questions: What does it mean to be healthy? How can I make healthy choices every day? Why is exercise and physical activity important? How can I keep my body clean and look after my teeth? Key vocabulary: healthy, hygiene, keeping safe, feelings, emotions. Cross curricular links: No Outsiders: Changes, moving forward. Links to Prior Learning: EYFS Personal, Social and Emotional Development: Managing Self, Self-Regulation and Building Relationships. Children learned about healthy choices, personal hygiene, resilience, recognising emotions and showing sensitivity to the needs of others.
Year 2	Key concept/Skill: Mental health and wellbeing. Keeping safe online. Key discussions: - I can recognise and describe different feelings and understand that some feelings can be strong than others. - I can use simple strategies to help me manage my emotions and feelings. - I can understand that change and loss are part of life and know who can help me when I need support. - I can explain how to stay safe when using the internet and digital devices. - I can identify personal information and understand why it should be kept private online. - I can make safe and responsible choices about what I watch, play, share, and do online. Key questions: What are different feelings, and how can they change in intensity? What strategies	Key concept/Skill: Me, my body and staying safe. Money and work. Key discussions: - I can understand how my body changes as I grow older. - I can identify private parts of my body and explain why they should be kept private. - I can use the PANTS rules to help keep myself safe. - I can recognise my strengths, talents, and interests. - I can understand that people have different jobs and use different skills at work. - I can explain the difference between needs and wants when making choices about money. Key questions: How can I keep my body safe as I grow and change? How do people use their skills and interests in different jobs? How can I make sensible choices about money and spending?	Key concept/Skill: Keeping safe outside of the home. Looking back and moving on. Key discussions: - I can follow road and rail safety rules to help keep myself safe outside the home. - I can explain what an emergency is and recognise when I need help. - I can identify trusted adults and know how they can help in an emergency. - I can describe how and when to call 999 in an emergency. - I can reflect on and celebrate my achievements and successes. - I can use the skills I have learned to help me prepare for Key Stage 2. Key questions: How can I stay safe when I am outside the home? What should I do if there is an emergency? How can I

	can help us manage strong emotions and feelings? Key vocabulary: Feelings, emotions, change, online safety, privacy Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: Year 1 Autumn: Understanding and Managing Our Emotions and Making Friends: Playing and Learning Together. Children learned to recognise and manage feelings, understand rules, care for others, work cooperatively and build positive friendships.	Key vocabulary: Growth, privacy, safety, jobs, money Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: Year 1 Spring: Celebrating Me, You and Our Families and Safety at Home. Children learned about families, caring relationships, kindness, respect and making safe choices to keep themselves safe at home.	use what I have learned to help me move on to Key Stage 2? Key vocabulary: Safety, emergency, 999, achievements, transition Cross curricular links: No Outsiders: Changes, moving forward. Links to Prior Learning: Year 1 Summer: Being Healthy and Showing Kindness to Ourselves and Others. Children learned about healthy lifestyles, hygiene, exercise, recognising feelings and showing care and kindness towards others.
Key Stage 2			
Year 3	Key concept/Skill: Me, my friends and belonging. Mental Health and Wellbeing. Key discussions: - I can explain what makes good friends and how to build positive friendships. - I can show respect, kindness, and understanding towards others. - I can help others feel included and valued in different situations. - I can recognise my feelings and understand how they affect my thoughts and actions. - I can use a range of strategies to manage worries and challenging emotions. - I can apply self-regulation skills to new situations and experiences. Key questions: What makes a good friend and a positive relationship? How can I help others feel included and respected? What can I do when I have worries or	Key concept/Skill: Building healthy habits. Making choices online. Key discussions: - I can explain how healthy habits help me stay physically and mentally well. - I can make healthy choices about food and drink. - I can understand why physical activity is important for a healthy lifestyle. - I can explain how looking after my dental health helps keep me healthy. - I can recognise that not all online content is suitable for children. - I can make safe choices online and use age ratings to help me decide what is appropriate. Key questions: How can healthy habits help me look after my body and mind? What choices can I make to stay healthy every day? How can I stay safe and make	Key concept/Skill: Keeping safe out and about. Looking out for each other. Key discussions: - I can identify risks outdoors and explain how to keep myself safe in the sun. - I can describe how to stay safe around railways and water. - I can recognise situations that may be unsafe and know how to respond appropriately. - I can explain the basics of first aid and how it can help people in an emergency. - I can identify when someone needs help and know how to seek support from a trusted adult or emergency services. - I can make an effective call to the emergency services when it is needed.

	difficult feelings? Key vocabulary: Friendship, respect, inclusion, feelings, self-regulation Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: Year 2 Mental Health and Wellbeing and Keeping Safe Online. Children learned to recognise and manage feelings, seek support when needed, understand change and loss, and make safe choices online.	responsible choices online? Key vocabulary: Healthy Habits, nutrition, exercise, online safety, age ratings Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: Year 2 Spring: Me, My Body and Staying Safe and Money and Work. Children learned about body safety, privacy, the PANTS rules, identifying strengths, different jobs and making choices about money.	Key questions: How can I stay safe when I am out and about? What should I do if I see someone who needs help? How can first aid and emergency services help keep people safe? Key vocabulary: Safety, risk, First Aid, emergency, prevention Cross curricular links: No Outsiders: Changes, moving forward. Links to Prior Learning: Year 2 Summer: Keeping Safe Outside of the Home and Looking Back and Moving On. Children learned about road and rail safety, emergencies, calling 999, trusted adults and preparing for transition to Key Stage 2.
Year 4	Key concept/Skill: Mental health and wellbeing. Exploring ways to manage risk. Key discussions: - I can recognise and describe a range of emotions and understand how they affect my wellbeing. - I can identify people, activities, and habits that support positive mental health. - I can use strategies to manage challenging feelings and look after my wellbeing. - I can recognise different types of risks and understand how they can affect my safety. - I can assess risks and make informed choices to keep myself safe. - I can explain how peer influence can affect decisions and personal safety. Key questions: How can I look after my mental health and wellbeing? How can I identify and manage risks in different situations? How can I make safe choices when other	Key concept/Skill: Forming respectful relationships. Money matters and new literacy. Key discussions: - I can explain what respect looks like in different relationships. - I can respond appropriately to disagreements, conflicts, and bullying. - I can understand how my actions and words affect others. - I can recognise how attitudes and influences can affect decisions about money. - I can identify reliable information in news stories and understand why this is important. - I can explain how news and media can influence people's thoughts and emotions. Key questions: How can I build and maintain respectful relationships with others? How can I respond positively to conflict, bullying, or disagreements? How do money, news, and media influence the choices we make?	Key concept/Skill: Me, my body and growing up. Families and growing together. Key discussions: - I can describe some of the emotional and physical changes that happen during puberty. - I can understand that growing up is a normal part of life and that everyone develops at their own pace. - I can use the Talk PANTS rules to help keep myself safe and know when to seek help from a trusted adult. - I can recognise that families come in many different forms and that all families are unique. - I can explain how families can change over time and how these changes may affect people. - I can show respect for different family structures, relationships, and experiences. Key questions: How does my body and emotions change as I grow up? How can I keep myself safe and know when to ask for help? How are families different, and how can families change over

	people influence my decisions? Key vocabulary: Wellbeing, Emotions, Resilience, Risk, Peer Influence Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: Year 3 Me, my friends and belonging. Mental Health and Wellbeing. Children have previously explored friendship, respect, inclusion, feelings and self-regulation. This unit develops these skills further through forming respectful relationships, responding to conflict and bullying, and understanding influence.	Key vocabulary: Respect, Bullying, Influence, Money, Media Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: Children have previously explored Building Healthy Habits, Making Choices Online, Me, My Friends and Belonging, Mental Health and Wellbeing, Keeping Safe Out and About and Looking Out for Each Other in Year 3. They build on their understanding of wellbeing, friendships, feelings, personal safety and managing risk in different situations.	time? Key vocabulary: Puberty, Growth, Safety, Families, Change Cross curricular links: No Outsiders: Changes, moving forward. Links to prior learning: Year 2 Me, my body and staying safe. Money and work. Children have previously learned about body privacy, growth and the PANTS rules. This learning is extended through understanding puberty, growing up, keeping safe and recognising that families can change over time.
Year 5	Key concept/Skill: Friendships, stereotypes and bullying. Mental health and wellbeing. Key discussions: - I can explain what respectful friendships look like and why they are important. - I can recognise bullying, prejudice, and stereotypes and understand how they can affect others. - I can challenge unfair behaviour and know how to get help when needed. - I can recognise how my thoughts, feelings, and behaviours can affect my wellbeing. - I can use self-regulation strategies to manage emotions and respond to challenges positively. - I can identify habits and actions that support good mental health and wellbeing. Key questions: How can I build and maintain respectful friendships? How can I respond to stereotypes, prejudice, and bullying? What can I do to support my mental health and wellbeing?	Key concept/Skill: Positively engaging with the wider world. Respecting boundaries. Key discussions: - I can explain how news stories and current events can affect my thoughts, feelings, and wellbeing. - I can engage with news and information in a balanced and healthy way. - I can recognise how global issues, including climate change, can affect people and communities. - I can understand what personal boundaries are and why they are important. - I can ask for, give, and refuse permission respectfully in different situations. - I can respect my own boundaries and the boundaries of others. Key questions: How can I engage positively with news and events happening in the world? How can global issues affect people and communities? Why are personal boundaries and permission important in relationships?	Key concept/Skill: Safe connections. Embedding healthy habits and learning first aid. Key discussions: - I can explain how to stay safe when communicating and socialising online. - I can recognise online risks and know how to respond safely to them. - I can understand that cybercrime can have a negative impact on people and communities. - I can identify healthy habits that support my physical and mental wellbeing. - I can understand the importance of regular exercise, healthy eating, and setting personal goals. - I can use basic first aid skills to help myself or others in an emergency. Key questions: How can I stay safe and make responsible choices online? What healthy habits can help me look after my body and mind? How can first aid skills help keep people safe? Key vocabulary: Cybercrime, Online Safety, Wellbeing, Healthy Habits, First

	Key vocabulary: Friendship, Respect, Bullying, Stereotypes, Wellbeing Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: Year 4 Mental health and wellbeing. Exploring ways to manage risk and forming respectful relationships. Money matters and news literacy. Children build on their understanding of wellbeing, respect, bullying, peer influence and positive relationships.	Key vocabulary: Boundaries, Permission, Respect, News, Climate Change Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: Year 4 Forming respectful relationships. Money matters and news literacy. Children have previously explored respect, influence, media and reliable information. This unit develops these concepts through engaging with news and current events, understanding global issues and respecting personal boundaries.	Aid Cross curricular links: No Outsiders: Changes, moving forward. Links to Prior Learning: Year 3 Building healthy habits. Making choices online and keeping safe out and about. Looking out for each other. Children build upon their understanding of online safety, healthy lifestyles, risk, emergencies and first aid.
Year 6	Key concept/Skill: Mental health and wellbeing. Managing money and online spending. Key discussions: - I can recognise ways to look after my mental health and wellbeing during times of change. - I can use strategies to manage worries, challenges, and emotions as I prepare for secondary school. - I can identify people and sources of support that can help me maintain positive wellbeing. - I can understand how money is used online and recognise influences on spending choices. - I can identify online financial risks and know how to stay safe when spending money online. - I can explain how advertising, social media, and other influences can affect the choices I make online. Key questions: How can I look after my mental health and wellbeing as I prepare for secondary school? How can I manage worries, emotions, and challenges in different situations? How can I make safe and responsible choices when spending money online?	Key concept/Skill: Changes in puberty (and sex education*). Drug education: assessing risk and managing influences. Key discussions: - I can describe the physical, emotional, and social changes that happen during puberty. - I can understand that everyone experiences puberty differently and develops at their own pace. - I can recognise how increasing independence brings new responsibilities and choices. - I can understand how healthy routines, including good sleep habits, support my wellbeing. - I can identify legal and illegal drugs and explain how they can affect health and wellbeing. - I can assess risks and recognise influences that may affect decisions about drug use. Key questions: How does puberty affect my body, emotions, and daily life? How can I make healthy and responsible choices as I become more independent? How can I assess risks and resist negative influences related to drugs?	Key concept/Skill: Developing our understanding of AI. Looking to the future. Key discussions: - I can explain what artificial intelligence (AI) is and identify different ways it is used in everyday life. - I can recognise both the opportunities and challenges that AI can create for people and society. - I can understand how to use AI and digital technologies safely, responsibly, and critically. - I can identify my strengths, interests, and aspirations for the future. - I can explore different career pathways and understand how learning can help me achieve my goals. - I can prepare for the transition to secondary school by developing independence, organisation, and resilience. Key questions: How is AI used in our lives, and what impact can it have? How can I use technology responsibly and make informed decisions about AI? How can I prepare for my future learning, career choices, and transition to secondary school? Key vocabulary: Artificial Intelligence (AI), Technology, Careers, Transition,

	Key vocabulary: Wellbeing, Resilience, Transition, Online Spending, Influence Cross curricular links: No Outsiders: Feelings, communication Links to Prior Learning: Year 5 Friendships, stereotypes and bullying. Mental health and wellbeing and Year 4 Money matters and news literacy. Children further develop their understanding of wellbeing, resilience, influence, money management and making safe choices online.	Key vocabulary: Puberty, Independence, Wellbeing, Drugs, Risk Cross curricular links: No Outsiders: Friendship, solving problems. Links to Prior Learning: Year 4 Me, my body and growing up. Families and growing together and Year 4 Exploring ways to manage risk. Children build on their knowledge of puberty, personal safety, growth and decision-making whilst exploring increasing independence, responsibility and risk.	Resilience Cross curricular links: No Outsiders: Changes, moving forward. Links to Prior Learning: Year 5 Safe connections. Embedding healthy habits and learning first aid and positively engaging with the wider world. Respecting boundaries. Children build upon their understanding of online safety, digital technology, responsible decision-making, aspirations and preparing for future transitions.
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