Vernon Primary School

Personal, Social, Health & Economic Development Policy



The vision of the PSHE curriculum at Vernon Primary School is to provide every pupil with an understanding of:

- Relationships and Health Education (RSHE)
- Economic Wellbeing and Careers Education.

At Vernon Primary School, we believe and strive for a positive environment where every child feels valued and respected, and their beliefs and culture are welcomed. Diversity is celebrated so every child can believe in themselves and be confident in our school moto:

'Nobody Else is Quite Like Me'

Policy statement, intent and vision

At Vernon Primary School, Personal, Social, Health and Economic Education (PSHE) is an important part of our broad and balanced curriculum. Our PSHE programme supports pupils to develop the knowledge, skills, attitudes and understanding they need to lead healthy, safe, confident and responsible lives.

Our intent and vision ate to provide every pupil with an understanding of themselves, their relationships, their health and wellbeing, their place in the community and the wider world. We want children to develop resilience, independence, empathy, self-respect and respect for others, while developing the confidence to make informed and responsible choices.

Our school motto, 'Nobody Else is Quite Like Me', reflects our commitment to valuing every child as an individual. Diversity is celebrated so that pupils can believe in themselves, recognise their strengths and understand that everyone deserves dignity and respect.

The place of PSHE within the curriculum

PSHE is a non-statutory subject for state-funded schools. However, it is an important and necessary part of pupils' education and is expected to be taught as part of a broad and balanced curriculum. Vernon Primary School therefore provides a planned, progressive PSHE programme which supports pupils' personal development and complements statutory curriculum requirements.

The statutory elements of Relationships Education and Health Education are included within our wider PSHE provision. Detailed statutory content, curriculum sequencing and arrangements relating specifically to Relationships Education, Health Education and any sex education are set out in the school's separate RSHE Policy. This PSHE policy should therefore be read alongside that policy rather than duplicating it.

The revised DfE RSHE statutory guidance came into effect on 1 September 2026. Our PSHE curriculum will support and complement the requirements of that guidance, particularly in relation to wellbeing, safety, respectful behaviour, online life, resilience, healthy lifestyles and preparation for life in modern Britain.

Aims of PSHE

Through PSHE, we aim to help pupils:

- develop confidence, self-awareness, self-esteem and a positive sense of identity;
- understand and manage emotions and develop resilience when facing challenge or change;
- develop healthy habits and understand the importance of physical and mental wellbeing;
- build positive, respectful relationships and know how to seek help when relationships are unsafe or harmful;
- understand how to keep themselves safe, including online;
- recognise and challenge bullying, prejudice, stereotypes and discrimination;
- develop empathy, kindness, tolerance and respect for others;
- understand their responsibilities as members of families, school, local and wider communities;
- develop media literacy and digital resilience and make informed choices online;
- develop financial capability and an understanding of money, work and enterprise;
- understand the importance of British Values, democracy, the rule of law, individual liberty, mutual respect and tolerance;
- develop the skills needed to make responsible decisions and contribute positively to society.

Core areas of learning

Relationships and social development
PSHE supports pupils to understand themselves and others and to develop positive social skills. Learning includes friendship, cooperation, communication, managing conflict, respect, empathy, belonging and recognising when behaviour is unacceptable or unsafe.
Pupils are encouraged to appreciate different family circumstances, cultures, backgrounds, beliefs and experiences. Detailed statutory Relationships Education content is covered through the separate RSHE Policy and curriculum.

Health and wellbeing
Pupils learn about the importance of physical health and mental wellbeing, including healthy lifestyles, physical activity, sleep, nutrition, emotional literacy, resilience, self-care, managing feelings, asking for help and coping with change.
Mental health is treated as an important part of overall health. Pupils are encouraged to recognise emotions, use healthy coping strategies and identify trusted adults and sources of support.

Keeping safe
Safety is a central part of our PSHE provision. Pupils learn how to identify risks, make safer choices, respond to unsafe situations and seek help. This includes personal safety, road and community safety, online safety, appropriate use of technology, bullying, peer pressure and recognising when an adult or another child may be causing harm.
Safeguarding and statutory RSHE content are developed through the separate safeguarding and RSHE policies and curriculum. Staff always follow the school's safeguarding procedures where concerns arise.

Living in the wider world
Pupils learn about communities, citizenship, diversity, British Values, rights and responsibilities, the environment, media literacy, digital resilience and the world of work.
The curriculum encourages pupils to understand that their actions affect others and that they have a role to play in making their school and community respectful, inclusive and safe.

Economic wellbeing and financial education
Pupils develop age-appropriate knowledge and skills about money and economic wellbeing. This includes needs and wants, saving and spending, budgeting, value, financial choices, earning money, the world of work and the skills and attitudes needed for future employment.
Where appropriate, pupils are introduced to enterprise, careers and the contribution that different jobs and roles make to society.

Creating a safe and supportive learning environment
At Vernon we understand that children's personal education is of the utmost importance. We place high priority on building confidence and self-esteem and on creating an environment where children feel secure, valued and ready to learn.
PSHE often explores pupils' real-life experiences. Teachers therefore establish clear ground rules at the beginning of lessons and create a respectful environment in which pupils can contribute without fear of ridicule.

- Every child is respected and their opinions and voice are valued.
- Pupils are encouraged to listen respectfully to different views.
- Pupils can ask questions in a safe and supportive environment.
- Teachers do not promise confidentiality where a safeguarding concern is disclosed.

- Any safeguarding concern or disclosure is dealt with in accordance with the school's Child Protection and Safeguarding Policy and reported to the DSL or deputy DSL.
- Teachers use professional judgement when responding to personal or sensitive questions and seek advice where necessary.

Entitlement and equality of opportunity

PSHE education is for every pupil. Teaching takes account of age, ability, readiness, language, culture, prior experience and individual need so that all pupils can participate fully.

The school is committed to equality of opportunity and to ensuring that PSHE promotes respect and inclusion. Teaching will comply with the Equality Act 2010 and will not discriminate against pupils.
Pupils with SEND should normally access the same broad PSHE curriculum as their peers. Content, vocabulary, resources, communication methods and teaching approaches will be adapted where necessary to ensure meaningful access.

The curriculum recognises and celebrates diversity. Pupils learn to respect people with different backgrounds, cultures, beliefs, family circumstances, characteristics and experiences.

Teaching, learning and assessment

PSHE is taught through a range of approaches. At Vernon we use a thematic approach and PSHE is woven into other curriculum areas where appropriate. Classes have weekly opportunities for discussion and reflection, alongside discrete PSHE units.

Learning may include discussion, circle time, drama, literature, art, written work, assemblies, whole-school activities, visits and carefully selected visitors. First-hand experiences and opportunities to understand the wider world are used where they enhance learning.

The curriculum takes account of pupils' starting points. Teachers consider prior knowledge and understanding when introducing new topics and revisit key knowledge and skills progressively.
Assessment in PSHE focuses on knowledge, understanding, vocabulary and the development and application of personal and social skills. Pupils are assessed against planned objectives using a range of methods including questioning, discussion, written work, observation, drama, reflection, displays, study books and verbal feedback.

We recognise the positive impact of scaffolding and progression and ensure that PSHE learning is developed year on year.

Curriculum resources and programmes

Vernon Primary School has adopted the PSHE Association Curriculum because it reflects our values and provides a coherent framework for developing pupils' personal, social, health and economic knowledge and skills.

We also incorporate MyHappymind materials to enhance and enrich our work on mental and emotional wellbeing. These resources are used alongside the wider PSHE curriculum and are adapted where appropriate to meet the needs of our pupils.

Resources are reviewed by staff to ensure that they are accurate, age-appropriate, accessible, inclusive and consistent with the school's policies and curriculum aims.

Online safety and digital resilience

Digital resilience is an important strand of PSHE. Pupils are taught to think critically about online information and behaviour, protect personal information, recognise online risks, communicate respectfully and seek help when something online makes them uncomfortable or unsafe.

Learning includes appropriate online behaviour, privacy, managing screen time, recognising harmful content or contact, responding to cyberbullying, understanding age restrictions and developing healthy digital habits.

This work complements the school's Online Safety Policy and the online elements of the separate RSHE Policy. The revised DfE guidance places increased emphasis on online safety, online relationships, privacy and digital risks.

British Values and personal development

PSHE makes a significant contribution to the promotion of British Values. Pupils are encouraged to understand democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Children are encouraged to participate in school life, express their views respectfully, understand their responsibilities and recognise the importance of fairness, equality and community.
PSHE also contributes to the wider personal development of pupils by developing character, resilience, independence, confidence, empathy and a sense of responsibility.

Safeguarding and sensitive issues

PSHE is taught within a whole-school safeguarding framework. Some topics may prompt pupils to share personal experiences or concerns. Staff are trained to respond appropriately and follow the school's safeguarding procedures.

- PSHE teaching must never place pressure on pupils to disclose personal experiences.
- Teachers should provide alternative ways for pupils to participate where appropriate.
- Any disclosure or safeguarding concern must be passed to the DSL or deputy DSL in accordance with school procedures.
- Staff should challenge bullying, prejudice, discriminatory language, harmful stereotypes and unsafe behaviour.
- Where PSHE identifies a need for individual support, staff should work with the pastoral team, SENCO, DSL and/or parents/carers as appropriate.
- Sensitive RSHE content is governed by the school's separate RSHE Policy.

Early Years Foundation Stage

Children in the Early Years follow the Early Years Foundation Stage framework and Development Matters. Personal, Social and Emotional Development is promoted throughout continuous provision and adult-led activities.

Children develop relationships, self-confidence, self-awareness and the ability to manage feelings and behaviour. These foundations support the progressive PSHE curriculum from Year 1 onwards.

Working with parents and carers

At Vernon we are committed to working positively with parents and carers. PSHE is strongest when school and home work together and communicate openly.

- The school publishes this policy on its website and makes it available on request.
- Parents/carers are informed about the broad content and purpose of the PSHE curriculum.
- Curriculum overviews are shared with parents/carers through the school's communication platform.
- Parents/carers are encouraged to discuss PSHE learning with their children and to raise questions with the school.
- Where teaching forms part of the separate statutory RSHE programme, the consultation and withdrawal arrangements in the RSHE Policy apply.

Pupil voice

Vernon regularly seeks pupils' views about school life and PSHE. Pupil voice helps us understand how children experience PSHE, what they enjoy, what they find useful and where they would value further support.

Pupil feedback is considered when reviewing teaching and curriculum provision, while the school retains responsibility for ensuring that statutory and safeguarding requirements are met.

Working alongside other policies and curriculum areas

This policy works alongside the school's separate RSHE Policy and other relevant policies, including Child Protection and Safeguarding, Online Safety, Behaviour, Equality, SEND, Science, Computing, PE, Attendance and pastoral/wellbeing procedures.

PSHE is also connected to learning in Science, Computing, PE, English, Religious Education, Citizenship-related learning and the wider curriculum. These links are used to reinforce knowledge and skills without unnecessary duplication.

Monitoring, evaluation and review

The PSHE Subject Leader monitors planning, teaching, assessment and pupil experience and reports to senior leaders and governors as appropriate.

The school uses learning walks, planning scrutiny, pupil voice, work scrutiny, assessment information and feedback from staff and parents/carers to evaluate the effectiveness of the PSHE curriculum.

This policy will be reviewed annually, or sooner where changes in statutory guidance, legislation, safeguarding priorities, pupil needs or school provision require it. The revised DfE RSHE guidance is effective from 1 September 2026 and will be considered when reviewing the relationship between PSHE and the separate RSHE policy.

Roles and responsibilities

- Governors: approve the policy and provide appropriate oversight of PSHE provision.
- Headteacher: has overall responsibility for implementation and ensuring appropriate curriculum and safeguarding arrangements.
- PSHE Subject Leader: leads curriculum development, supports staff, monitors provision and coordinates review.

- Teachers: plan and deliver inclusive PSHE, assess learning and maintain safe learning environments.
- DSL and safeguarding team: provide advice and respond to safeguarding concerns.
- Parents/carers: are encouraged to engage with PSHE learning and communicate with the school.
- Pupils: participate respectfully, listen to others, reflect on their learning and seek help when needed.

Key reference points

- Department for Education: Personal, social, health and economic education (PSHE) – PSHE is a non-statutory subject and schools should teach it as part of pupils' education.
- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – revised statutory guidance effective 1 September 2026.
- Equality Act 2010.
- Keeping Children Safe in Education – current statutory guidance.
- Working Together to Safeguard Children – current statutory guidance.

Monitoring and review

The school will monitor this policy to ensure that it is operating fairly, consistently and effectively. The policy will be reviewed in the light of operating experience and/or changes in legislation/guidance.

Policy date: November 2026
Review Date: November 2029
Ratified by Governors: November 2026