



Small enough to care...big enough to inspire

PSHE Policy

Including Statutory Relationships Education and Health Education

Policy Lead: Debra Eaton

Link Governor: Ms D Lawrence

Review Cycle: Every 2 Years

Approved by Governors: 30th June 2026

Next Review: June 2027

Contents

.....	1
1. Vision and Ethos	3
2. Policy Statement and Statutory Context	3
3. PSHE Curriculum	4
Intent	4
Implementation	5
Curriculum Overview	5
Zones of Regulation	6
4. Inclusion.....	6
5. Safeguarding and Teaching Sensitive Issues	7
6. Working with Parents and Carers.....	8
7. Assessment, Recording and Reporting	8
8. Roles and Responsibilities	9
Governing Board.....	9
Headteacher	9
PSHE Lead	9
Teachers	9
9. Monitoring, Review and Policy Approval	10
Appendices	11
Appendix 1 – PSHE Curriculum Progression	11
Early Years Foundation Stage (EYFS)	11
Appendix 1A – Cedar Class, Year 1 and Year 2 PSHE Curriculum Progression	12
.....	Error! Bookmark not defined.
Appendix 1B – Maple Class, Year 3 and Year 4 PSHE Curriculum Progression.....	13
.....	Error! Bookmark not defined.
Appendix 1C – Willow, Class, Year 5 and Year 6 PSHE Curriculum Progression.....	14
Appendix 2 – Relationships and Health Education Information for Parents.....	15
.....	15

1. Vision and Ethos

'Small enough to care, big enough to inspire.'

At Crawford Village Primary School, our vision, **'Small enough to care, big enough to inspire,'** reflects our commitment to knowing every child as an individual while providing the opportunities, experiences and ambition to help every pupil achieve their full potential.

We believe that every child should feel happy, safe, secure and valued within our school community. By fostering positive relationships and creating a nurturing environment, we support pupils to flourish academically, socially, emotionally and personally.

Our curriculum reflects the unique character of our local community while preparing pupils for life in an increasingly diverse and rapidly changing world. Through high-quality learning experiences, we aim to develop confident, resilient and responsible young people who possess the knowledge, skills and values needed to make positive choices and contribute to society.

Our school values of **Friendship, Kindness, Respect, Integrity, Perseverance and Happiness** underpin every aspect of school life and are embedded throughout our PSHE curriculum. These values encourage pupils to develop empathy, resilience, confidence and respect for themselves and others.

Personal, Social, Health and Economic (PSHE) education is central to our vision. It supports children to understand themselves, build healthy relationships, manage emotions, keep themselves safe and become active, respectful members of their communities. Through carefully planned learning, we equip pupils with the knowledge, skills and confidence they need to thrive both now and in the future.

2. Policy Statement and Statutory Context

At Crawford Village Primary School, we believe that high-quality Personal, Social, Health and Economic (PSHE) education is fundamental to children's personal development, wellbeing and safeguarding. It enables pupils to develop the knowledge, understanding, skills and attributes they need to thrive both during their time at primary school and throughout later life.

Through our PSHE curriculum, pupils learn to:

- develop healthy, respectful relationships;
- understand and manage their physical and mental wellbeing;
- recognise and respond appropriately to risk;
- make informed, responsible decisions;
- appreciate diversity and respect individual differences;
- become active, responsible citizens who contribute positively to their communities.

Relationships and Health Education form the statutory elements of the wider PSHE curriculum. These areas are delivered through a planned, progressive programme using the **1Decision** scheme of work,

ensuring that pupils receive age-appropriate learning which reflects current statutory guidance, safeguarding priorities and the needs of our school community.

Alongside the statutory curriculum, pupils explore wider aspects of personal development including emotional wellbeing, financial education, citizenship, online safety, healthy lifestyles and economic wellbeing. The curriculum also addresses emerging safeguarding themes, including age-appropriate learning about artificial intelligence (AI), digital influence, vaping awareness, consent and body boundaries, helping pupils to navigate modern life safely and confidently.

This policy has been developed in accordance with current legislation and statutory guidance, including:

- Children and Social Work Act 2017;
- Department for Education statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*;
- Keeping Children Safe in Education (KCSIE);
- Equality Act 2010;
- Children Act 1989 and 2004;
- SEND Code of Practice;
- Working Together to Safeguard Children.

In primary schools:

- Relationships Education is statutory.
- Health Education is statutory.
- Sex Education is not statutory beyond the National Curriculum for Science, although schools may choose to teach additional age-appropriate content.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Online Safety Policy;
- Equality Policy;
- SEND Policy;
- Anti-Bullying Policy; and
- Relationships and Sex Education procedures.

This policy will be reviewed every two years, or sooner where changes to legislation, statutory guidance or local circumstances require.

3. PSHE Curriculum

Intent

At Crawford Village Primary School, our PSHE curriculum is designed to support the development of the whole child. We recognise that children require more than academic knowledge to succeed; they also need the confidence, resilience, emotional literacy and social skills to navigate an increasingly complex world safely and successfully.

Our curriculum aims to equip pupils with the knowledge, understanding and vocabulary they need to:

- build healthy, respectful relationships;
- understand and manage their physical and mental wellbeing;
- make informed and responsible decisions;
- recognise and manage risk;
- appreciate diversity and respect others;
- develop resilience, independence and self-confidence; and
- know how and when to seek help from trusted adults.

Through carefully sequenced learning, pupils develop the skills and understanding required to become responsible citizens who are prepared for the opportunities, responsibilities and experiences of later life.

Our curriculum is regularly reviewed to ensure it remains relevant to statutory guidance, reflects current safeguarding priorities and meets the changing needs of our pupils and community.

Implementation

PSHE is taught through a planned, progressive programme using the **1Decision** scheme of work, which provides age-appropriate learning from the Early Years Foundation Stage to Year 6.

- In the Early Years Foundation Stage, Personal, Social and Emotional Development (PSED) is embedded throughout daily routines, continuous provision and adult-led learning.
- In Years 1 to 6, pupils receive a dedicated weekly PSHE lesson.
- Learning is further enhanced through assemblies, themed events, visitors, educational visits and cross-curricular opportunities, particularly within Science, Computing and Religious Education.

Lessons are carefully adapted to meet the age, maturity, prior knowledge and individual needs of pupils, ensuring that every child can access and engage with the curriculum. Teachers create a safe, respectful learning environment where pupils are encouraged to discuss ideas, ask questions and consider different viewpoints with confidence.

The 1Decision programme supports pupils in exploring realistic scenarios, considering the consequences of choices and developing effective decision-making skills. Discussion, reflection and pupil voice are central to learning, enabling children to apply their understanding to real-life situations.

Curriculum Overview

Our PSHE curriculum incorporates the statutory requirements for **Relationships Education** and **Health Education**, alongside wider learning that reflects our school's values and supports pupils' personal development.

Through the curriculum, pupils learn about:

- healthy and respectful relationships;
- families and friendships;
- physical and mental wellbeing;
- personal safety and safeguarding;
- online safety, digital wellbeing and responsible use of technology;
- healthy lifestyles;
- financial education and economic wellbeing;
- citizenship and British Values;
- diversity, equality and inclusion;
- emotional wellbeing and resilience; and
- preparing for the next stage of education and later life.

In response to current safeguarding priorities, the curriculum also includes age-appropriate learning relating to online influence, artificial intelligence (AI), vaping awareness, consent and body boundaries, alongside road, rail and water safety.

The detailed curriculum sequence, progression and statutory coverage are provided within the school's PSHE Curriculum Map (Appendix 1).

Zones of Regulation

To support pupils' emotional wellbeing, Crawford Village Primary School uses the **Zones of Regulation** as a whole-school approach to developing emotional awareness and self-regulation.

This approach helps children to:

- recognise and understand their emotions;
- develop an emotional vocabulary;
- identify appropriate strategies to regulate their feelings;
- build resilience and self-awareness; and
- develop positive relationships with others.

The Zones of Regulation complements the wider PSHE curriculum and contributes to our commitment to promoting positive mental health, emotional wellbeing and readiness to learn.

4. Inclusion

At Crawford Village Primary School, we are committed to providing an inclusive PSHE curriculum that is accessible to all pupils and reflects the diverse society in which we live.

We believe every child has the right to receive high-quality PSHE education that enables them to develop the knowledge, skills and confidence needed to thrive, regardless of their background, identity or individual needs.

Teaching is planned and adapted to ensure all pupils can access learning successfully. This may include adapting language, providing additional scaffolding, using visual resources, breaking learning into smaller steps or offering additional adult support where appropriate. Sensitive topics are taught with careful consideration of pupils' age, developmental stage, individual circumstances and emotional readiness.

Our curriculum promotes respect, equality and inclusion, encouraging pupils to value diversity, challenge stereotypes and recognise the importance of kindness, empathy and mutual respect. Teaching reflects the school's duties under the Equality Act 2010 and supports pupils in understanding that people, families and communities may be different from their own.

Through PSHE, we aim to develop confident, respectful young people who value themselves and others and are prepared to contribute positively to an inclusive society.

5. Safeguarding and Teaching Sensitive Issues

PSHE education plays a significant role in supporting the school's safeguarding responsibilities. Through planned learning, pupils develop the knowledge and skills needed to recognise risks, keep themselves safe, build healthy relationships and know where to seek help if they are worried.

The curriculum supports pupils in understanding:

- healthy relationships and appropriate boundaries;
- trusted adults and how to ask for help;
- personal safety, including online safety;
- recognising unsafe or inappropriate situations;
- physical and mental wellbeing;
- respectful behaviour towards themselves and others.

All PSHE lessons are delivered within a safe, supportive and respectful learning environment where pupils feel confident to participate and ask questions. Teachers establish clear ground rules, encourage respectful discussion and use age-appropriate teaching strategies to explore sensitive issues without requiring pupils to share personal experiences.

Children are encouraged to ask questions throughout their learning. Staff respond honestly, sensitively and in an age-appropriate manner, recognising that pupils are often seeking reassurance and accurate information from trusted adults. Where appropriate, questions may be answered individually or revisited at a more suitable time to ensure responses remain appropriate for the age and understanding of the class.

Teachers maintain professional boundaries at all times and do not share personal information or encourage pupils to disclose personal experiences during lessons. If a pupil raises a safeguarding

concern or makes a disclosure, staff will respond in accordance with the school's Safeguarding and Child Protection Policy and follow established reporting procedures.

Where appropriate, staff will consider whether individual pupils may require additional support before, during or after particular lessons because of their personal circumstances or previous experiences. This ensures that all pupils can participate safely and confidently while receiving appropriate support when needed.

6. Working with Parents and Carers

At Crawford Village Primary School, we recognise that parents and carers are children's first and most important educators. We value the positive partnership between home and school and believe that children benefit most when families and school work together to support their personal development, wellbeing and safety.

We are committed to providing parents and carers with clear information about our PSHE curriculum and the statutory Relationships and Health Education programme. This includes opportunities to:

- access information about the curriculum through the school website;
- attend information sessions where appropriate;
- view curriculum resources;
- discuss any questions or concerns with school staff.

Parents and carers have the right to request that their child is withdrawn from any non-statutory Sex Education taught beyond the National Curriculum for Science. There is no right to withdraw a child from Relationships Education, Health Education or the statutory Science curriculum.

Parents and carers wishing to discuss the withdrawal of their child from any non-statutory Sex Education taught beyond the National Curriculum for Science should contact the Headteacher.

As a small school, we value open communication and work closely with families. Requests will be considered on an individual basis through discussion with parents or carers, ensuring that the child's wellbeing and educational needs remain central to any decision. Any agreed withdrawal will be recorded in accordance with the school's usual record-keeping procedures.

7. Assessment, Recording and Reporting

Assessment is an integral part of effective teaching and learning within PSHE. It enables teachers to recognise pupils' progress, identify misconceptions and inform future planning.

Assessment is ongoing and is based upon teacher observation, pupil discussion, reflection activities and evidence recorded within pupils' **1Decision** workbooks.

The PSHE Lead monitors curriculum provision through:

- curriculum planning and coverage;

- pupil voice;
- work scrutiny;
- discussion with staff;
- lesson visits where appropriate; and
- monitoring of curriculum implementation.

Information gathered through monitoring supports curriculum development, staff training and continuous improvement.

8. Roles and Responsibilities

The successful delivery of PSHE is a shared responsibility across the school community.

Governing Board

The Governing Board is responsible for:

- approving the PSHE Policy;
- ensuring the school meets its statutory responsibilities; and
- monitoring the effectiveness of PSHE provision.

Headteacher

The Headteacher has overall responsibility for ensuring that PSHE is delivered effectively and that this policy is implemented consistently across the school.

PSHE Lead

The PSHE Lead is responsible for:

- leading curriculum development;
- supporting colleagues with curriculum delivery;
- monitoring teaching, learning and assessment;
- reviewing resources and curriculum developments;
- ensuring statutory requirements are met; and
- reporting to senior leaders and governors as appropriate.

Teachers

Teachers are responsible for delivering the agreed PSHE curriculum, creating a safe and respectful learning environment, responding appropriately to pupils' questions and following safeguarding procedures where concerns arise.

Staff receive appropriate support and professional development to ensure they remain confident in delivering the curriculum and responding to emerging safeguarding themes.

9. Monitoring, Review and Policy Approval

This policy will be reviewed every two years or sooner if changes to statutory guidance, legislation or school priorities require.

The review process will consider:

- updates to national guidance and legislation;
- curriculum developments;
- pupil voice;
- staff feedback;
- parental feedback;
- safeguarding priorities; and
- the effectiveness of curriculum delivery.

The PSHE Lead will monitor the implementation and impact of the curriculum throughout the academic year and report findings to senior leaders and governors where appropriate.

This policy has been developed in consultation with teaching staff and governors and reflects Crawford Village Primary School's commitment to providing a high-quality PSHE curriculum that supports pupils' wellbeing, personal development and safeguarding.

Appendices

Appendix 1 – PSHE Curriculum Progression

The Crawford Village Primary School PSHE curriculum is delivered through the **1Decision** programme and provides a progressive sequence of learning from Year 1 to Year 6.

The curriculum maps included in this appendix demonstrate the planned progression of knowledge and skills across each phase and show how statutory Relationships Education and Health Education requirements are met alongside the wider PSHE curriculum.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, PSHE is delivered through the **Personal, Social and Emotional Development (PSED)** area of learning within the EYFS Framework rather than as a discrete subject.

Children develop the foundations for future PSHE learning through daily routines, continuous provision, adult-led activities, play-based learning and high-quality interactions. Learning focuses on the three aspects of PSED:

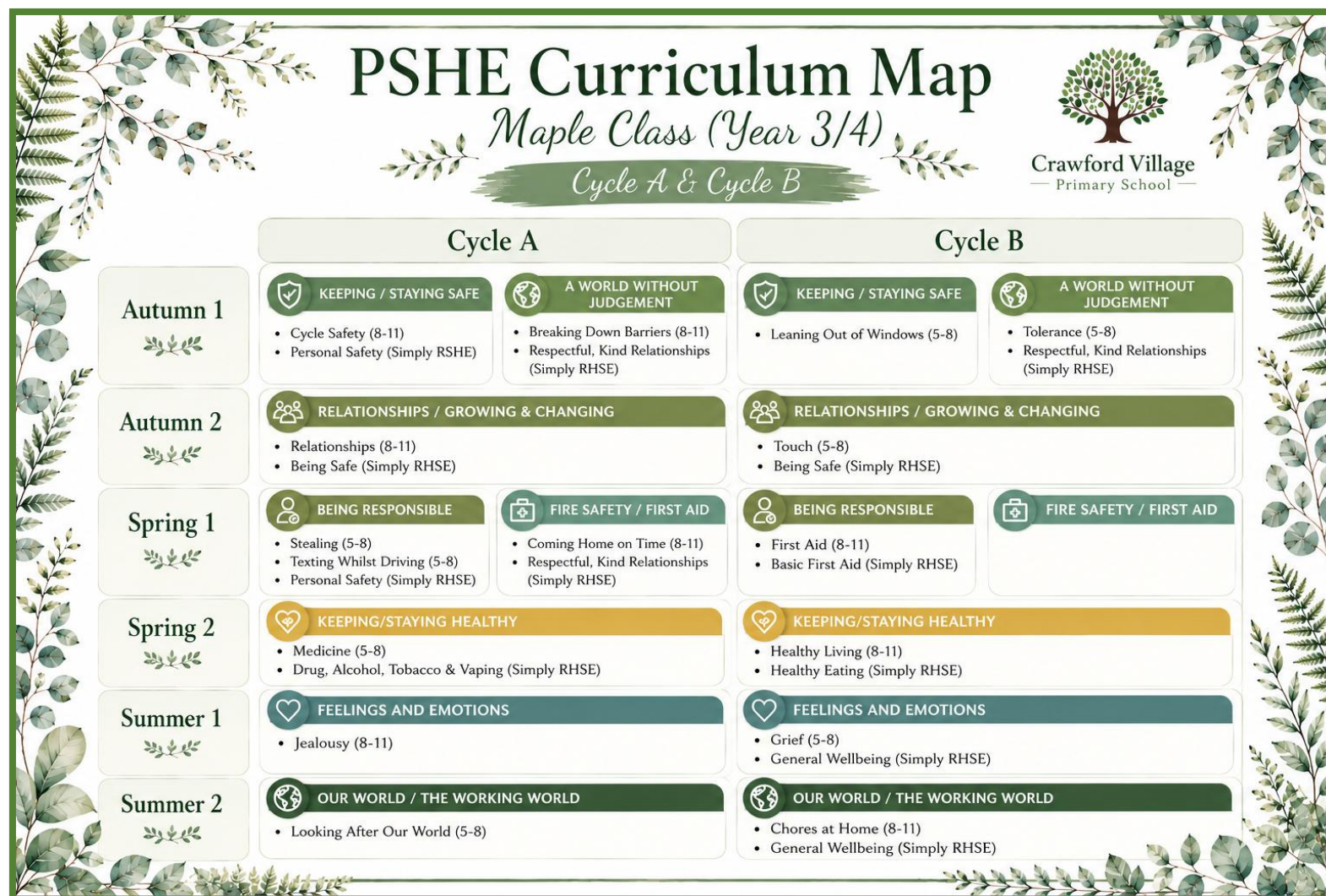
- Self-Regulation
- Managing Self
- Building Relationships

These are further supported through our whole-school **Zones of Regulation** approach.

Appendix 1A – Cedar Class, Year 1 and Year 2 PSHE Curriculum Progression

 Crawford Village Primary School					
PSHE Curriculum Map Cedar Class (Year 1/2) Cycle A & Cycle B					
	Cycle A		Cycle B		
Autumn 1	 KEEPING / STAYING SAFE - Tying Shoelaces / Staying Safe - Personal Safety (Simply RSHE) - Being Safe (Simply RSHE)	 A WORLD WITHOUT JUDGEMENT - Democracy - Respectful, Kind Relationships (Simply RSHE)	 KEEPING / STAYING SAFE - Road Safety - Personal Safety (Simply RSHE)	 A WORLD WITHOUT JUDGEMENT - Individual Liberty - Rule of law	
Autumn 2	 RELATIONSHIPS - Bullying / Body Language - Caring Friendships (Simply RSHE) - Respectful, Kind Relationships (Simply RSHE)		 RELATIONSHIPS - Friendship - Caring Friendships (Simply RSHE)		
Spring 1	 BEING RESPONSIBLE - Water Spillage - Personal Safety (Simply RSHE)	 FIRE SAFETY / FIRST AID - Hoax Calling - Basic First Aid (Simply PSHE)	 BEING RESPONSIBLE - Practice Makes Perfect - Helping Someone in Need - Being Safe (Simply RSHE)	 FIRE SAFETY / FIRST AID - Fire Safety - Enya & Deedee Visit the Fire Station - Personal safety (Simply RSHE)	
Spring 2	 KEEPING / STAYING HEALTHY - Washing Hands - Health Protection & Prevention (Simply RSHE)		 KEEPING / STAYING HEALTHY - Healthy Eating - Brushing Teeth		
Summer 1	 FEELINGS AND EMOTIONS - Anger - Worry - General Wellbeing (Simply RSHE)		 FEELINGS AND EMOTIONS - Jealousy - General Wellbeing (Simply RSHE)		
Summer 2	 OUR WORLD Growing in Our World (Developing Bodies (Simply RSHE))		 OUR WORLD - Living in Our World - Working in Our World		

Appendix 1B – Maple Class, Year 3 and Year 4 PSHE Curriculum Progression



Appendix 1C – Willow, Class, Year 5 and Year 6 PSHE Curriculum Progression

PSHE Curriculum Map					
Willow Class (Year 5/6)				Crawford Village Primary School	
Cycle A				Cycle B	
Autumn 1	 KEEPING / STAYING SAFE - Water Safety - Personal Safety (Simply RSHE)	 A WORLD WITHOUT JUDGEMENT - British Values - Peer Pressure - Being Safe (Simply RSHE)	 KEEPING / STAYING SAFE - Peer Pressure - Being Safe (Simply RSHE)	 A WORLD WITHOUT JUDGEMENT - Inclusion and Acceptance - Families & People Who Care For Me (Simply RSHE)	
	 FEELINGS AND EMOTIONS - Worry - General Wellbeing (Simply RSHE)		 FEELINGS AND EMOTIONS - Anger - General Wellbeing (Simply RSHE)		
Autumn 2	 BEING RESPONSIBLE Looking Out for Others	 FIRST AID - First Aid (Y6) - Basic First Aid (Simply RHSE)	 BEING RESPONSIBLE Stealing	 FIRST AID - First Aid (Y5) - Basic First Aid (Simply RHSE)	
	 KEEPING/STAYING HEALTHY - Smoking - Drugs, Alcohol, Tobacco & Vaping (Simply RSHE)		 KEEPING/STAYING HEALTHY - Alcohol & Drugs - Drugs, Alcohol, Tobacco & Vaping (Simply RSHE)		
Spring 1	 THE WORKING WORLD Enterprise		 THE WORKING WORLD - In-App Purchases - Respectful, kind relationships (Simply RSHE)		
	Spring 2	 RELATIONSHIPS / GROWING & CHANGING - Y5 – Puberty - Developing Bodies (Simply RSHE) - Y6 – Conception	 OUR WORLD / THE WORKING WORLD	 RELATIONSHIPS / GROWING & CHANGING - Y5 – Puberty - Developing Bodies (Simply RSHE) - Y6 – Conception	 OUR WORLD / THE WORKING WORLD
Summer 1					
	Summer 2				

Appendix 2 – Relationships and Health Education Information for Parents

Crawford Village Primary School is committed to working in partnership with parents and carers to support children's personal development, wellbeing and safety.

The visual information below provides an overview of our Relationships and Health Education curriculum, including the key themes taught across the primary years. Further information can be found in the school's PSHE Policy and on the school website. Parents and carers are encouraged to contact the school if they have any questions about the curriculum or wish to discuss any aspect of Relationships and Health Education.

