

Winnington Park Primary School and Nursery PSHE Policy



Updated: Autumn 2026

Review date: Autumn 2027

(To be read in conjunction with Relationships Education, Relationships and Sex Education (RSE) and Health Education and SMSC Policies)

Our School Vision:

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Our Curriculum Vision

At Winnington Park Primary School and Nursery we aim to offer a creative and inclusive curriculum which inspires, engages and challenges and in which children are partners in their own learning.

Curriculum Intent

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development. Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Implementation

Our children learn through a creative and skills- based curriculum. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners. We celebrate and value all subjects and provide opportunities to apply and practice key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. We want children to:

- Develop social skills and be able to work collaboratively with others, both peers and adults
- Realise that their actions have consequences for others
- Develop a positive self- image
- Take an active role in the life of the class/ school and develop the skills to be able to play an effective part in society
- Develop knowledge and understanding of the roles of adults in society
- Develop a sense of right, wrong and fairness and act upon these
- Develop respect for others and their property
- Understand that people have rights and needs and that these should be respected
- Know and adopt the key elements of a healthy lifestyle • Develop an understanding of the democratic process
- Respect the local, national and global environment.

We use the Idecision programme and resources to deliver our PSHE lessons.

In Key Stage 1 the topics are; keeping/staying safe, keeping/staying healthy, relationships, being responsible, feelings and emotions, computer safety, our world, fire safety.

In Key Stage 2 the topics are keeping/staying safe, keeping/staying healthy, growing and changing, being responsible, feelings and emotions, computer safety, the working world, a world without judgement and First Aid.

Children in Early Years learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness. This is explored through the Early Years Foundation Stage (EYFS) statutory framework in the learning and development areas of Personal, Social and Emotional Development and Understanding the World.

Children in Early Years use the resources in the I decision programme when appropriate.

Lessons will be delivered by the class teacher or a HLTA.

Impact

Children have the essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices resulting in well prepared children ready for the next stage of learning and life – happy and engaged.

Evidenced through - pupil voice, school council, school parliament, pupil and parent questionnaires, worry boxes, class books, displays, best books, work books, photos, website, learning journeys, charities, social media, community links, class assemblies, trips, visitors to school, welcoming new pupils.

PSHE Vision Statement

At Winnington Park we believe that every child can succeed in PSHE. We believe that Personal, Social, Health and Economic Education is important to develop well-rounded individuals with strong self-esteem and the respect and care for other people that will enable them to thrive in education, family life and their communities.

Our PSHE policy reflects the ethos of our school. We demonstrate and encourage the following values: respect for self, respect for others, responsibility for their own actions and responsibility for their family, friends, school and wider community.

We aim to respond to the diversity of children's cultures, faiths and family backgrounds through the teaching of British Values and SMSC. Children learn to appreciate what it means to be a positive member of a diverse multicultural society.

All children are taught the importance of self- discipline, self-respect and respect for others. The school aims to nurture children's emotional well-being and self-esteem. Children are taught how to make choices for a healthy lifestyle and the possible consequences of an unhealthy lifestyle. We recognise the importance of taking a pastoral role in the welfare of our pupils and ensuring that support appropriate to need is provided.

Safeguarding

Staff will conduct lessons in a sensitive manner and in confidence. However, discussions about sensitive topics can lead to increased safeguarding reports. If staff have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuses or any concerns about a child's welfare this will be taken seriously and child protection procedures will follow in line with school policy. Staff will handle personal information and difficult questions with due care and sensitivity ensuring the child feels supported and listened to. They will maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). (See also Child Protection Policy.)

It is recognised that staff may require support and training, in these situations staff will speak to the PSHE Lead or Designated Safeguarding Lead (or Deputy)

The Role of Parents and Carers

We aim to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. It is important we work in partnership with parents and we will therefore share this policy and procedures with parents and carers.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should firstly discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum and that there is no right to withdraw from Relationships Education or Health Education. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

For more information, see the Relationships Education, and Sex Education (RSE) and Health Education policy.