

PSHE Education: SUMMARY OF POLICY

Please view our full policy before raising any questions.

(Physical, Social, Health and Economic Education, incorporating RSHE - Relationships, Sex and Health Education)



Definition, Aims and Rationale:

- covers our approach to delivering developmental and age/stage appropriate and effective PSHE education.
- closely linked to RSHE - PSHE is an umbrella term.
- supports our overarching vision of 'We Believe, We Nurture, We Succeed' and Core Values
- embeds values like resilience, responsibility, and equality throughout the curriculum and prepares students for life in modern Britain.
- we value diversity; modelling and inspiring attributes in pupils such as respect, courtesy and honesty.
- taught in a faith-sensitive and inclusive way while ensuring the Equality Act of 2010 is applied.
- policy sets out a defined curriculum informed by legislation and the whole school ethos.
- sets out the requirements for a safe, inclusive and respectful learning environment and guides practice for teaching to ensure consistency in quality whilst maintaining flexibility to respond to pupil needs.
- informs all stakeholders how PSHE is delivered, monitored and assessed.
- developed, monitored and evaluated by the PSHE Subject Leader.
- taught by class teachers and the Higher Level Teaching Assistant (HLTA)

Curriculum Planning

PSHE curriculum developed from PSHE Association guidance, school assessment and consultation with stakeholders.

Teaching, Learning and Responding to Questions

- every class has minimum 45-minute PSHE lesson each week.
- provision further enriched by Schools Linking Project, Junior Warden Scheme, focus events (Inclusivity Week, Keeping Safe Week, charity events, Children's Mental Health Week, etc), linked topics with other subjects and whole school initiatives such as the Core Value badges, collective worship, celebration assembly, sports days, school trips, playground activities and many more initiatives that support the personal development of our pupils.
- taught through use of stories, videos, practical activities, 1-2-1, small group and whole class discussions, debates, independent work, brainstorming, sorting activities, creating posters/leaflets, quizzes etc.
- units of learning organised so teachers can establish what pupils already know about a topic (baselining), tailor to the individual and class' needs and address misconceptions. Endpoint assessment may involve pupils revisiting their original baseline piece of work or recreating that piece of work in order to identify progress made.
- learning is captured in a class Big Book and pupils are able to revisit this at any time.
- teachers follow a planned curriculum, but lesson design is not prescribed. Teachers have access to a wide variety of resources, create their own or adapt existing to suit the needs of the group, respond to previous learning/discussions, recent experiences, special needs, cultural backgrounds, age and maturity.
- lessons are kept accurate and up to date by assessing learning materials in advance and accessing latest lessons from online sources rather than relying on previously downloaded versions.
- where a teacher does not know how to answer a question, this is parked, guidance or factual information sought, and then returned to later.

PSHE in Early Years

- the Early Years Foundation Stage Statutory Framework specifies learning outcomes : communication and language, PSED (personal, social and emotional development) and understanding the world.

- learning mostly through play and everyday interactions with peers and adults.
- dedicated weekly PSHE lessons using Think Equal to teach social and emotional learning in nursery and PSHE Association in Reception class.

External Teachers/Visitors

- external contributors for specialist subjects are employed either paid or voluntary
- we ensure they: are aware of any special educational needs within the group, are briefed on our safeguarding policy, are supported by teaching staff and are informed of any sensitivities within the group (cultural, religious, recent experiences, etc).
- we monitor and evaluate our choice of visitors by reviewing the session's success with teachers and pupils.
- parents or community members are occasionally invited to support a lesson.

A Safe Learning Environment and Responding to Disclosures

- ground rules established at the beginning of the year and revisited frequently.
- pupils expected to listen, think and reflect on their own and others' views, but not pressured to share in an open forum
- pupils can post views and questions anonymously or speak to staff outside the whole group setting.
- all staff aware of their safeguarding responsibilities and follow the schools' policy if any concerns arise from discussions.
- We use distancing techniques and positive tone and focus to encourage discussion and contribution from all, avoid shock or shame and ensure the safety of all pupils.

Monitoring, Assessment and Evaluation

- PSHE Subject Leader responsible for monitoring and evaluation through PSHE big book review, pupil interviews, lesson observations and reviewing teachers' assessment of pupil progress.
- assessment allows pupils to reflect on their learning and for the teacher to reflect on the success of lessons and to establish next steps.
- assessment reflects how each individual pupils' learning and understanding has progressed from baseline to end of unit, not judged compared to peers, teacher expectations of desired outcomes but based on the individual's progress in knowledge and understanding from their starting point.

Parents and Other Stakeholders

- the primary role in children's Relationship, Health and Sex Education lies with parents/carers.
- we encourage parents/carers to view the school's PSHE policy, consult the school's planned programme (including materials and resources) and ask questions/provide feedback.
- there are lots of opportunities for parents/carers to engage with their child's learning.
- Governors are involved in curriculum development, evaluation and improvement.
- pupils have their say and may influence how effective lessons are delivered through pupil voice.

Special Educational Needs and Disabilities (SEND)

- lessons are inclusive and meet the needs of all our pupils.
- all pupils aim for the same learning outcomes, however delivery of these may be adapted to be developmentally appropriate and accessible for all.
- pupils with SEND may be more vulnerable to bullying, exploitation or abuse but that they may not clearly communicate where this is happening.

Sex Education

- how babies are made is taught in one lesson during year 6 as part of a 3-lesson programme which also covers human reproduction and puberty.
- human reproduction and puberty are compulsory.
- sex education is optional but is included to dispel many myths and answer questions that these units alone may leave unanswered. These sessions aim to prepare young people for the progression to adolescence, secondary school and adulthood. See full policy re opt-out procedure.

Prepared by:

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PSHE Curriculum Long Term Plan

Non-statutory 'economic wellbeing and careers'

Non-statutory 'sex education'

Barkisland CE (VA) Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Focus event</i>		<i>Inclusivity Week</i>	<i>Keeping Safe Week</i>			
YEAR 1	Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts - and learn simple self-regulation strategies to manage them.	Being healthy This unit teaches about healthy lifestyles including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness.
YEAR 2	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.
YEAR 3	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings.	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

YEAR 4	Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	Positively engaging with our world * This unit explores healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change.
YEAR 5	Me, my body and growing up * This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe.	Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Safe connections online This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
YEAR 6	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	Looking to the future This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.	This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. Sex education How a baby is made.

* These units have been swapped to better suit our children. For lesson plans, please refer to Y5 for the 'Positively engaging...' unit and Y4 for the 'Me, my body...' unit in the PSHE Association Curriculum Model.

Note that units are not necessarily in the same half term as shown on the PSHE Association Curriculum Model - use the unit title to find the appropriate resources.