



Bristol Drive
Lincoln
LN6 7UE

PSHE Policy

Personal, Social and Health Education Policy

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of PSHE at Sir Francis Hill Primary School.

Policy Owner	PSHE Lead
Governing Body Committee	Development
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1. Intent

Our school aims to provide outstanding opportunities for our children across the curriculum and to promote and uphold the school values of success: kindness, community and wisdom. We aim for all children to enjoy their education through a rich and broad curriculum. The school's focus on PSHE (RSE) development has been carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to rich and diverse opportunities from which children can learn and develop a range of transferrable skills. We believe that a high quality PSHE (RSE) education will help pupils succeed in later life. Being courageous and learning new knowledge and skills allows children to reach their full potential, irrelevant of their starting points, motivating them to become independent and resilient learners. Our PSHE curriculum enables staff to tackle barriers to learning and raise aspirations for our pupils. The teaching and learning of PSHE (RSE) will equip pupils to ask perceptive questions, think critically and develop fair and sound judgement across a wide range of situations. We believe this will enable pupils to become cultural citizens of the future.

PSHE (RSE) offers opportunities for children to develop their physical and social awareness. Children are able to discuss and build effective relationships and assume greater responsibility for their actions, feelings and safety. PSHE (RE) allows for safe discussion and introduces children to the wider world and how to contribute to their communities.

PSHE (RSE) is a non-statutory subject which we teach through discreet lessons but it also filters through most elements of school-life. However, our PSHE education builds on the statutory content outlined in the Relationships and Health Education National Guidance. We define 'Relationship Education' as "Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults." Health Education is defined as "giving children the information they need to make good decisions based on their own health and wellbeing."

We believe Relationships and Sex Education is important for our school because it can support young people to develop resilience, to know how and when to ask for help and to know where to access support. We do not use Sex Education as a means of promoting any form of sexual activity.

We want parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils and that it is safe to voice opinions and concerns relating to the Relationships and Sex Education provision.

2. Aims

The core themes of our PSHE programme of study focuses on Health and Wellbeing, Relationships and Living in the Wider World. This builds on the statutory content outlined in the Relationships and Health Education National Guidance. Although Sex Education is not compulsory in Primary Schools, the department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

Relationships Education: by the end of primary school, children will have covered the themes of:

- Families and friendships,
- Safe relationships,
- Respecting ourselves and others.

Living in the wider world: by the end of primary school children, will have covered the themes of:

- Belonging to a community;
- Media literacy and digital resilience;
- Money and work.

Health and mental wellbeing: by the end of primary school, children will have covered the themes of:

- Physical health and mental wellbeing,
- Growing and changing,
- Keeping safe.

3. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

The Early Years Foundation Stage

The EYFS curriculum is taught in Nursery and Reception and teaches Personal, Social and Emotional Development covering these aspects.:

- Me and My World,
- Positive relationships,
- My body,
- How I feel,
- Being safe,
- Look what I can do,
- Working together,
- Super me.

These are assessed as part of the Early Years Foundation Stage profile and reported to parents, year 1 teachers and the Local Authorities.

Children in KS1 and KS2 will follow the PSHE and RSE curriculum.

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.

Relationships

- Families and close positive relationships,
- Friendships,
- Managing hurtful behaviour and bullying,
- Safe relationships,
- Respecting self and others.

Health and Wellbeing

- Healthy lifestyles (physical wellbeing),
- Mental health,
- Ourselves, growing and changing,
- Keeping safe,
- Drugs, alcohol and tobacco.

Living in the Wider World

- Shared responsibilities,
- Communities,
- Media literacy & digital resilience,
- Economic wellbeing: Money,
- Economic wellbeing: Aspirations, work and career.

The objectives of PSHE are to enable the children to:

Health and Wellbeing

- know what healthy lifestyle is and understand how to live a healthy lifestyle - Healthy lifestyles (physical wellbeing);

- explore how to share and manage their feelings and to recognise warning signs about mental health and where to seek help - Mental health;
- recognise what makes them special, the physical and emotional changes in their bodies as they grow and changes from young to old. - Ourselves, growing and changing;
- talk about the people who help us feel safe, who to contact in an emergency, the importance of keeping safe in the local environment - Keeping safe;
- know what things (drugs, alcohol and tobacco) people can put into their body or onto their skin, how this affects how people feel, the organisations available to offer support and guidance - Drugs, alcohol and tobacco.

Relationships

- understand the roles and relationships of families and friends, to recognise that there are different relationships and who to talk to if something in their family is worrying them. - Families and close positive relationships;
- know that friendships are important, what makes a good friend and how to resolve arguments. That online friendships are different to face to face friendships and what to do if an online friend starts to make them feel uncomfortable – Friendships;
- know that bodies and feelings can be hurt and that they are of equal importance. To learn how to respond to in person and online bullying and who to turn to for support - Managing hurtful behaviour and bullying;
- know that some things are private and the importance of others respecting the privacy of their bodies. To understand when to respect secrets for example birthday surprises and when to seek help from an adult or friend. – Safe relationships;
- listen to each other, what is kind and unkind behaviour and how their behaviour impacts on others, to show respect for others religions and beliefs - Respecting self and others.

Living in the Wider World

- understand rules, responsibilities and consequences, to show compassion for others and how to care for their environment - Shared responsibilities;
- know about the different groups they belong to, value diversity and to recognise behaviours and actions which discriminate and how to respond. – Communities;
- know how digital devices can be used to find information but that not all information is true, how to assess the reliability of online information - Media literacy & digital resilience;
- learn what money is, it's forms and sources. Money needs to be looked after and how it's spending can impact on others. - Economic wellbeing: Money;
- understand that everyone has different strengths, these strengths can be used in jobs to earn money, what might influence your choice of career, identify the type of work they might want to do in the future. - Economic wellbeing: Aspirations, work and career.

4. Content and delivery

4.1 What we teach

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

Refer to our relationships and sex education policy for details about what we teach and how we decide on what to teach, in this subject. This policy can be found on our website in the policy section alongside this PSHE policy

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

4.2 How we teach it

PSHE lessons are timetabled weekly in all year groups from Nursery to Year to year 6 following the themes on the long term plan (see Appendix 1).

PSHE and PSHE is also covered as and when topics arise with the children so that immediate issues and concerns can be dealt with to avoid difficult situations or misconceptions from escalating.

4.3 Creating a Safe and Supportive Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson.

At the beginning of the year, class teachers will devise their own PSHE ground rules with their class so that they have ownership of them. They will need to be reminded of these rules at the beginning of each PSHE or RSE lesson.

These ground rules will need to include the aspects below:

- How to take turns,
- How to treat each other with kindness,
- Consideration for others,
- Respect for each other,
- The importance of truth and honesty,
- Permission seeking and giving,
- The concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – are the forerunners of teaching about consent, which takes place at secondary.

PSHE is embedded into all areas of our school life from Nursery through to year 6.

- Staff welcoming the children and parents at the school gates and at the classroom doors
- Offering toast and fruit as the doors open in nursery to support transition in nursery, snack is available during free flow in Reception
- Breakfast is offered to children who we know are not eating breakfast at home.
- Staff are available to support children and parents who struggle with separation when arriving at nursery
- Restorative practices modelled to support behaviours expected from the children

- Stories read to support big feelings
- Inclusion team
- The Ark support social skills, Lego therapy, mindfulness, relationships, check-ins, Change 4 life, ELSA
- Class discussions and circle times
- Brain breaks, yoga, sensory circuits
- Braindance
- Feelings box
- Mood monster photos
- Jotters, journals
- Fiddle boxes/busy boxes
- Seesaw
- PSED interventions
- Making 1:1 time
- Informal as well as more formal chats and meetings with parents
- Themed days
- Liaising with local clubs - Cricket club, Boutham Park, Care Home
- Reacting to class needs
- Supporting EAL children
- OPAL (outdoor play and learning)
- Sports and play equipment available at all break-times
- Online ICT E-safety units
- Visits and residentials
- Liaising with secondary schools
- Music lessons
- Theatre and music/drama festivals
- Young voices
- After school and lunchtime clubs
- Inter-school competitions
- Voice of the child – for subject views
- School council and School ambassadors
- Picture news
- Asda staff coming into school – Year 5 talk covering personal hygiene

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of Relationships and Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion and parents informed.

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of School's Safeguarding Team who will then deal with the matter in consultation with health care professionals.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

5. Planning

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

Most PSHE lessons are recorded in the 'Learning Journey' book through a range of photos, pupil comments and written work and it is marked in line with the school's marking policy.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

6.3 Subject Lead

The subject lead is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject;
- Reviewing changes to the national curriculum and advising on their implementation;
- Monitoring the learning and teaching of PSHE, providing support for staff where necessary;
- Ensuring the continuity and progression from year group to year group;
- Encouraging staff to provide effective learning opportunities for pupils;
- Helping to develop colleagues' expertise in the subject;
- Organising the deployment of resources and carrying out an annual audit of all PSHE-related resources;
- Liaising with teachers across all phases;
- Communicating developments in the subject to all teaching staff;

- Leading staff meetings and providing staff members with the appropriate training;
- Organising, providing and monitoring CPD opportunities in the subject;
- Ensuring common standards are met for recording and assessing pupil performance;
- Advising on the contribution of PSHE to other curriculum areas, including cross-curricular and extra-curricular activities;
- Collating assessment data and setting new priorities for the development of PSHE in subsequent years.

6.4 Teaching staff

The classroom teacher is responsible for:

- Acting in accordance with this policy;
- Deliver PSHE in a sensitive way;
- Ensuring progression of pupils' reading and writing skills, with due regard to the national curriculum;
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum and modelling positive attitudes to PSHE;
- Liaising with the subject leader about key topics, resources and support for individual pupils;
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents;
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT;
- Undertaking any training that is necessary in order to effectively teach the subject.

6.5 SENDCO

The SENDCO is responsible for:

- Liaising with the subject leader to implement and develop PSHE throughout the school;
- Organising and providing training for staff regarding the PSHE curriculum for pupils with SEND;
- Advising staff how best to support pupils' needs;
- Advising staff on the inclusion of PSHE objectives in pupils' individual education plans;
- Advising staff on the use of teaching assistants to meet pupils' needs.

6.6 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

7. Assessment and Reporting

Teachers use AFL throughout the lesson by using a range of questions and by asking pupils to share examples of their understanding. As a school we promote the use of metacognition to help support pupil learning. Each lesson starts with retrieval questions related to the previous lesson, this helps pupils to activate memory and make links between their learning.

Having metacognitive skills means that pupils can recognise their own cognitive abilities, direct their own learning, evaluate their performance, understand what caused their successes or failures and learn new strategies. It can also help them learn how to revise. This is because it optimises their basic cognitive processes, including memory, attention, activation of prior knowledge and being able to solve or complete a task. It makes them learn more efficiently and more effectively, and so they can make more progress.

8. Resources

The subject leader is responsible for the management and maintenance of PSHE resources, as well as for liaising with the SBM to purchase further resources. Display boards are updated with key vocabulary and images by class teachers linked to PSHE themes, as appropriate to each classroom.

9. Equal Opportunities

All pupils will have equal access to the PSHE curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all PSHE lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

10. Monitoring arrangements

The delivery of PSHE is monitored through:

Planning scrutinies, learning walks, observations, drop ins, book looks, collection of work on the one drive, evidence on displays. This will ensure that the content of the national curriculum is covered across all phases of pupils' education.

11. Links with other policies

This policy will be reviewed on an annual basis by the subject-lead. Any changes to this policy will be communicated to all teaching staff.

This policy links to the following policies and procedures:

RSE policy

Teaching and Learning policy

12. Appendix 1 Long Term Plan

Curriculum Overview for PSHE and RSE (2024-2025)

Early Years Long Term PSHE Plan

TERM	Autumn		Spring		Summer	
	Relationships		Relationships	Health and Wellbeing	Health and Wellbeing	
Nursery	Families and Friendships (Me and my world)	Safe relationships	Respecting ourselves and others	Growing and Changing	Keeping safe	Growing and Changing
	When I grow up	Families and people who are important to us	Looking after our bodies	Develop and share ideas	Road safety	Getting dressed and undressed
	People who help in the community	Gain confidence in making friends	Importance of handwashing	Confidence in sharing ideas/opinions	Staying safe when out	Tidying up
	Families around the world	Understand what makes a good friend	Follow simple instructions	Identifying basic emotions	Understanding how to stay safe	Follow simple instructions
	Understand ways to help the environment	Understand how to resolve conflicts	Good oral health	Understanding basic emotions	Foods that are safe to eat	Manners
					Ways to stay safe online	
Reception	Families and Friendships (Working Together)	Safe relationships	Respecting ourselves and others	Growing and Changing	Keeping safe	Growing and Changing
	Understand how others may be feeling	Families and people who are important to us	Looking after our bodies	Basic emotions	Road safety	Abilities and achievements
	Understand the importance of sharing	Gain confidence in making friends	Importance of handwashing and hygiene	Regulate emotions	Staying safe when out	Celebrate differences
	Understand the importance of turn-taking	Understand what makes a good friend	Balanced diet	Develop own ideas	Understanding how to stay safe	Positive sense of self
	Understand the importance of teamwork	Understand how to resolve conflicts	Looking after our teeth	Sharing ideas and opinions	Foods that are safe to eat	Promoting wellbeing
					Ways to stay safe online	

Key Stage 1 Long Term PSHE Plan

TERM	Autumn			Spring			Summer		
	Relationships			Living in the wider world			Health and Wellbeing		
Year 1	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and Digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
	Roles of different people	Recognising privacy	How behaviour affects others	What rules are	Using the internet	Strengths and interests	Keeping healthy	Recognising what makes them unique and special	How rules and age restrictions help us
	Families	Staying safe	Being polite and respectful	Caring for others' needs	Communicating online	Jobs in the community	Food and exercise	Feelings	Keeping safe online
	Feeling cared for	Seeking permission		Looking after the environment			Hygiene routines	Managing when things go wrong	
Year 2	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and Digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
	Making friends	Managing secrets	Recognising things in common and	Belonging to a group	The internet in everyday life	What money is	Why sleep is important	Growing older	Safety in different environments
	Feeling lonely and getting help	Resisting pressure and getting help	Playing	Roles and responsibilities	Online content and information	Needs and wants	Medicines and keeping healthy	Naming body parts	Risk And safety at home
		Recognising hurtful Behaviour	Sharing Opinions	Being the same And different in the Community		Looking after money	Keeping teeth Healthy	Moving class or year	Emergencies
							Managing Feelings and asking For help		

Lower Key Stage 2 Long Term PSHE Plan

TERM	Autumn			Spring			Summer		
	Relationships			Living in the wider world			Health and Wellbeing		
Year 3	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and Digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
	What makes a family	Personal boundaries	Recognising respectful behaviour	The value of rules and laws	How the internet	Different jobs and	Health choices and habits	Personal strengths and achievements	Risks and hazards
	Features of family life	Safely respond-	The importance of self-respect	Rights, freedoms and responsibilities	Assessing	Job stereotypes	What affects	Managing and reframing setbacks	Safety in the local environment and unfamiliar places
		The impact of hurtful behaviour	Courtesy and being polite			Setting personal goals	Expressing feelings		
Year 4	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and Digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
	Positive friendships	Responding to hurtful behaviour	Respecting differences and similarities	What makes a community	How data is shared and used	Making decisions about money	Maintaining a balanced lifestyle	Physical and emotional changes in puberty	Medicines and household products
	Including online	Managing confidentiality	Discussing difference sensitively	Shared responsibilities		Using and keeping money safe	Oral hygiene and dental care	External genitalia	Drugs common to everyday life
		Recognising risks online						Personal hygiene routines	
								Support with puberty	

Upper Key Stage 2 Long Term PSHE Plan

TERM	Autumn			Spring			Summer		
	Relationships			Living in the wider world			Health and Wellbeing		
Year 5	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and Digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people	Protecting the environment	How information online is targeted	Identifying job interests and aspirations	Healthy sleep habits	Personal identity	Keeping safe in different situations,
			Recognising prejudice and discrimination	Compassion towards others	Different media types, their role and impact	What influences career choices	Sun safety	Recognising individuality and different qualities	First aid and first aid
						Workplace stereotypes	Medicines, vaccinations, immunisations and allergies	Mental wellbeing	
Year 6	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and Digital resilience	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
	Attraction to others	Recognising and managing pressure	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity	Evaluating media sources	Influences and attitudes to money	What affects mental health and ways to take care of it	Human reproduction and birth	Keeping personal information safe
	Romantic relationships	Consent in different situations		Challenging discrimination and stereotypes	Sharing things online	Money and financial risks	Managing change, loss and bereavement	Increasing independence	Regulations and choices;
	Civil partnership and marriage						Managing time online	Managing transition	Drug use and the law
									Drug use and the media

13. Appendix 2 Assembly overview

[2024-2025 Assembly Themes and Rota](#)

[Assembly Calendar](#)