Godstone Primary and Nursery School

PSHE Policy

REVIEW DATE: July 2026

REVIEWED BY: Liz Hellier

NEXT REVIEW: July 2027

WRITTEN BY: Hayley Lancashire

Headteacher: Nick Usher

Chair of Governors: Liam McGivern

1. Purpose

This policy covers our school's approach to the teaching of the statutory and non-statutory elements of the PSHE curriculum. This policy needs to be read in conjunction with the RSE policy. We uphold the PSHE Associations belief that through an excellent PSHE curriculum, children will develop the knowledge and skills to *'embrace the challenges of creating a happy and successful adult life… that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy'.*

Our PSHE policy is fundamentally linked to our schools' core values of:

- Pride
- Responsibility
- Respect
- Ambition
- Compassion

2. Aims

The national curriculum (through the PSHE Association) for PSHE aims to ensure that all children are provided with explicit and implicit learning opportunities and experiences which reflect children's increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that children started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps children to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

At Godstone Primary and Nursery School we aim to prepare all children for the modern world enabling them to develop and maintain:

- Good mental health including resilience and self-esteem
- Healthy relationships
- Mutual respect
- Tolerance for one another and empathy
- Economic independence
- An understanding of consent
- High expectations
- Risk management
- Knowledge and skills to stay safe on and off-line
- Knowledge and vocabulary regarding their body
- Team work
- Critical thinking
- Improved life changes - including careers

Through the teaching of PSHE, we ensure children are better able to recognise and speak out regarding any safeguarding and child protection issues. We have developed a curriculum that reflects the community and world in which we live in and instils a culture of respect in line with our core values.

3. Planning

Our PSHE curriculum is taught through the 'You, Me and PSHE' Scheme of Work from Year One to Year Six. Detailed planning and resources are included within the scheme, which ensures continuity and clear progression at an age-appropriate level. A progression document is available on our school website, which clearly illustrates what is taught at each year group stage and how the teaching and learning progresses through each strand.

A range of teaching styles and active learning techniques are incorporated into the planning.

PSHE is taught as part of our National Curriculum. The curriculum is taught through planned lessons in the curriculum and is also supported through wider school activities, such as assemblies and cross curricular links.

Children are able to develop their ideas, knowledge and skills gradually and appropriately through a carefully planned programme supported by the DfE. The teaching will take into account the needs of the individual children; will encompass a range of teaching strategies and high quality, carefully selected resources. Differentiation will be in place for children that require it, but also carefully planned, in order that all children receive a high-quality standard of teaching and coverage.

A curriculum overview will be available for parents via the website, but also on termly curriculum overviews sent home to parents.

As much as possible we provide an interactive learning environment, which is motivating and allows children to practice skills as well as to gain information and knowledge. We also allow time for reflection. The PSHE curriculum is taught in age-appropriate steps and takes children from previous learning, on to the next appropriate stage.

<u>Cross-curricular considerations:</u>

PSHE is fundamentally linked to other subjects in the curriculum. For example, in science, children may learn about the biology of reproduction or the effects of drugs on people's bodies through the science curriculum, but PSHE gives them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.

Other linked subjects include, religious education, computing and some aspects of English.

4. Teaching and learning

Ultimate responsibility for the PSHE policy at Godstone Primary and Nursery School lies with the governing body alongside the Head Teacher.

The PSHE programme will be led by Hayley Lancashire – PSHE lead, who will ensure the high quality and coverage of the subject across the school and meets the requirements of the statutory guidelines.

PSHE will be taught by the class teacher, not by a supply or cover teacher, once a week. They will provide a safe and open forum to discuss topics relating to the PSHE curriculum in an age-appropriate manner and foster a basis of tolerance and foundations for healthy relationships.

It will be supported by parents, who will ensure they support open and supportive conversations about the issues covered, attend workshops and information sessions regarding the subject and speak to their child's class teachers about any concerns or queries relating to PSHE.

Teaching staff will receive training on the key aspects of the PSHE curriculum to support children with conversations and questions they may have around this subject and resources available to support them.

PSHE and RSE are taught under three main elements:

Attitudes and values: learning the importance of values i.e. moral considerations, family life, stable relationships for the nurture of children, respect, love, care and critical thinking as part of decision making and understanding moral dilemmas.

Personal and social skills: learning to manage emotions and relationships, developing respect for self and others, managing conflict and appreciating the consequences of choices made.

Knowledge and understanding: learning to understand physical development at appropriate stages, human sexuality and self-awareness.

Within the 'You, Me and PSHE' scheme of work, this is divided into six different strands:

1. Drug, alcohol and tobacco education
2. Keeping safe and managing risk
3. Mental health and emotional wellbeing
4. Physical health and wellbeing
5. Careers, financial capability and economic wellbeing
6. Identity, society and equality

The seventh strand is covered under the RSE curriculum and covers Relationships and Sex Education (RSE) taught within the Christopher Winter Project (CWP) scheme of work.

<u>Resources</u>

The You, Me and PSHE Scheme of Work and all associated resources are available on the server under the following pathway:

StaffShare > Curriculum > Subjects > PSHE & RSE > PSHE Planning and Resources > You, Me and PSHE

<u>Creating a safe and supportive learning environment:</u>

We recognise that PSHE provides opportunities to teach children how to keep safe, identify unsafe situations and ask for help. The Government's statutory safeguarding guidance for schools**: Keeping children safe in education: statutory guidance for schools and colleges (2025)** states: Governing

bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary aged children) and Relationships and Sex Education (for all secondary aged children) and Health Education (for all children in state-funded schools) mandatory from September 2020.

We will:

- create a safe and supportive learning environment by working in line with our school core values. At the start of each academic year, we will establish a group agreement, reminding children of this agreement within each session and supporting children to work within their agreed group agreement. This agreement can be reviewed and altered whenever necessary.
- Staff will model and use 'distancing' techniques in their delivery, but also in responding to children, to ensure children feel comfortable to speak freely without worrying that any particular question or response is aimed at them.
- All children have a 'right to pass' and this will always be respected
- There will also be opportunities for children to ask potentially sensitive or controversial issues privately, by all children writing down questions on a sheet and the teacher being able to respond to the questions anonymously.
- We will ensure that where children indicate that they may be vulnerable and at risk, they will get appropriate support by having the opportunity to talk to an adult they feel safe talking to. Children will be reminded of this as part of their group agreement.

<u>Safeguarding</u>

We are aware that, the effective teaching of PSHE can result in sensitive issues being raised and children perhaps making disclosures. In this instance, staff will deal with the situation carefully and sensitively. Teachers will follow safeguarding procedures (within safeguarding / child protecting policy) and consult the designated safeguarding lead or, if unavailable, a deputy safeguarding lead.

If any visitors or external agencies are invited to support us in subject content related to the teaching of RSE or PSHE, we will ensure that they have an enhanced DBS (Disclosure and Barring Service) check in place and that a member of the teaching staff is present.

For any children considered vulnerable or 'at risk', careful planning around the delivery of PSHE will take place. This may include; discussions with relevant parents and carers or children's services, if necessary.

<u>EYFS</u>

In the Early Years Foundation Stage, the children are developing the skills of managing their emotions, developing relationships and looking after their bodies through Personal, Social and Emotional Development (PSED) which is one of the prime areas of learning.

The children are supported through teaching and modelling to recognise, express and regulate their emotions. They are also supported to collaborate, negotiate and solve problems with others. The introduction of the Zones of Regulation also begins in the EYFS.

Within PSED, the children are supported to care for themselves and express their needs in relation to health and hygiene. They learn to risk assess and stay safe.

Enrichment including educational visits and visitors

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PANTS lessons from the NSPCC						
	ChildLine assemblies					
Community Police Fire service		Fire service	Walking feet	Community police Wellbeing ambassador training	Fire service	
					Basic First aid training	
				Wellbeing ambassador training		

A range of sporting enrichment opportunities are available to children.

Every year, Children's mental health week and World Mental Health Day is celebrated within the school.

Recording

Many lessons within PSHE are discussion based. Some lessons have additional resources, such as printed worksheets, reflection sheets and assessments for the children to complete. Each completed worksheet needs to be dated and put into the children's individual folders.

Folder are orange.

5. Assessment, feedback and marking

The PSHE Association states that:

There are many reasons why it is important that learning in PSHE education is assessed, including:

• Children's need opportunities to reflect on their learning and its implications for their lives.
• Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
• Assessment increases children's motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
• Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on children and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
• The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of children's work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

Teacher assessments in all year groups:

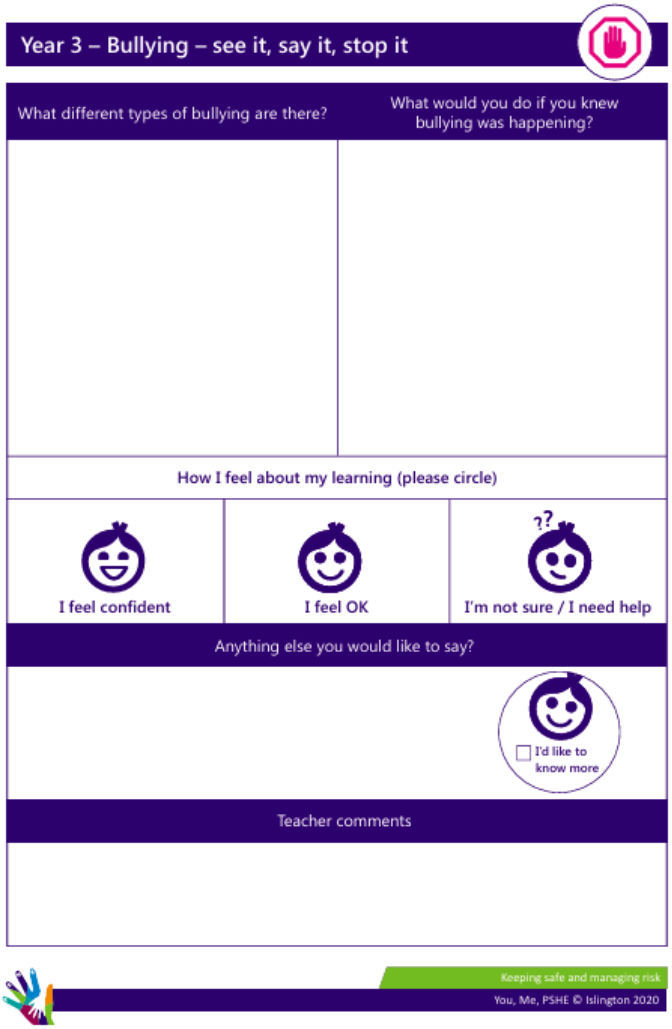
Weekly: Within individual lesson through a range of Assessment for Learning techniques built into the scheme of work and through questioning.

At the end of a unit: By looking at children's knowledge and understanding at the start of the unit of work and their knowledge and understanding at the end.

Termly: Teachers updating Insight at the end of each term to indicate progress towards age related expectations

Feedback and marking in all year groups:

- Feedback and marking can take three forms
    - Immediate, summary or review – these can take back verbally or in written form
    - See Assessment, Feedback and Marking Policy for more detail.
- All work in folders is acknowledged



6. SEND support and intervention

It is recognised that children with SEND may require support to access some aspects of the PSHE curriculum, for example, those with speech and language needs may need support to understand topic specific vocabulary. Or, those with specific learning difficulties may need support to read and record written information (including use of technology).

Some children with developmental delay may require differentiation.

It is also recognised that many children with SEND may thrive in this subject, and simply need support and resources to reduce their barriers to learning in order to demonstrate their knowledge and skills.

7. Spiritual, Moral, Social and Cultural Development (SMSC)

PSHE is an integral part of spiritual, moral, social and cultural development.

Spiritually, pupils develop the ability to reflect on the interests, ideas, beliefs and thoughts of others, fostering empathy, understanding and respect for different perspectives.

Morally, pupils develop an understanding of right and wrong, learning how positive behaviour is promoted through the school's behaviour policy. Through the PSHE curriculum they explore concepts such as fairness, honesty, respect and responsibility, develop an understanding of the law and why rules are important in keeping themselves and others safe, and are encouraged to make informed, ethical choices while recognising the consequences of their actions.

PSHE provides children the opportunity to develop the skills to work collaboratively, communicate effectively and build positive relationships. They listen respectfully to a range of external visitors, including police officers and other community professionals, developing respect for those who serve the community and an understanding of the importance of cooperation, empathy and active citizenship.

Culturally, pupils develop respect for the beliefs, values and traditions of others. They learn to celebrate diversity, appreciate different perspectives and understand the importance of inclusion, equality and mutual respect within their school and the wider community.

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Feedback and Marking Policy
- Curriculum Policy
- Educational Visits Policy
- Equality and Equal Opportunities Policy
- EYFS Policy
- Homework Policy
- Individual Subject Policies

- Induction Policy
- Induction (ECT) Policy
- Most Able Policy
- Online Safety Policy
- RSE Policy
- SEND Policy
- Teaching and Learning Policy
- SMSC Policy

Appendix 1: PSHE at Godstone Primary and Nursey School – induction page for new teachers

PSHE at Godstone Primary and Nursery School

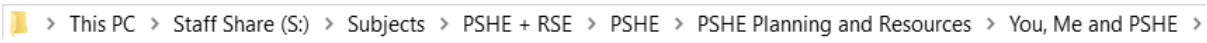
Timetabling

PSHE should be taught every week for a minimum of 45 minutes.

Schemes of Work

The units are shown on the class or subject curriculum map saved in staff share – curriculum – curriculum maps.

The scheme used to teach the majority of the subject is called *You, ME and PSHE*. The schemes of work for this can be found on staffshare;



RSE is taught in the summer term and uses the *CWP scheme*. This scheme of work can be found on staffshare;



The majority of the RSE curriculum is statutory. Parents have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education. This only applies to lessons 1 and 3 in Year 6. The rest of the scheme, including lessons on the menstrual cycle and puberty are statutory. Letters are sent out prior to these being taught, detailing the content of each RSE lesson from Reception to Year Six.

Planning and delivery

Detailed planning and resources are included within the scheme, which ensures continuity and clear progression at an age-appropriate level. These plans will need to be adapted appropriately based on the needs and prior experiences of pupils in your class.

Addition enrichment lessons will be planned in throughout the year, for example, Fire Safety, Police Community lessons and Walking Feet.

At the beginning of every year, each class will write a set of ground rules. These are to be displayed and referred to during every PSHE lesson throughout the year.

All PSHE, including RSE lesson, should be taught by the class teacher, wherever possible.

Recording

Many lessons within PSHE are discussion based. Some lessons have additional resources, such as printed worksheets, reflection sheets and assessments for the children to complete. Each completed worksheet needs to be dated and put into the children's individual folders.

Folder are orange.

Marking and Assessment

A range of formative assessment opportunities are planned into each unit of work, including questioning, assessment sheets and reflection opportunities.

All completed work by the children needs to be acknowledged with purple ticks and collated in the PSHE folders.

Summative assessment of PSHE will be inputted into Insight tracker annually.