



# **Winslow Church of England School**

## **Personal, Social, Health and Economic Education (PSHE) Policy**

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| Approved by:        | Governors      |
| Last Reviewed on :  | May 2026       |
| Next Review due by: | September 2027 |

## **Personal, Social, Health and Economic Education (PSHE) Policy**

### **1. School ethos / values statement**

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, in our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

In everything we do we are inspired by our Christian values of:

- Kindness
- Forgiveness
- Honesty
- Respect
- Love to learn!

### **PSHE**

Personal, Social, Health and Economic (PSHE) education is a planned, progressive and inclusive curriculum subject that includes statutory Relationships Education and Health Education, alongside non-statutory sex education delivered in line with Department for Education (DfE) guidance.

Through high-quality PSHE provision, pupils develop the knowledge, skills, strategies and attributes needed to make informed choices and navigate the opportunities and challenges of life both now and in the future. PSHE education supports pupils' personal, social, health and economic development by promoting positive behaviour, good mental health and wellbeing, resilience and achievement. It enables children to build healthy and safe relationships, stay safe online and offline, make sense of media messages, challenge extreme or harmful views, manage risk, and develop the confidence and skills to negotiate, assert themselves and seek support when needed.

Delivered in an age-appropriate way, PSHE provides opportunities for pupils to explore real and relevant issues relating to relationships, health and wellbeing, keeping safe, managing their online and offline lives, living in the wider world and financial education, within a safe and supportive learning environment.

### **2. The aim of this policy is to:**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

### **3. Legal requirements**

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex

Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. At Winslow Church of England School we offer Sex Education in Year 6, in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Health Education is also statutory in all schools<sup>1</sup>.

At Winslow Church of England school, we acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

#### **4. The curriculum**

##### **Intent**

*Why do we teach it?*

We aim to provide high-quality PSHE provision that supports pupils to develop the life skills they need to manage change, make healthy and safe choices, and build resilience, character and responsibility as active members of society. Our curriculum equips pupils with practical knowledge, critical thinking and social understanding to navigate challenges in school, home and the wider world.

Our PSHE provision has been designed to be age-appropriate and sensitive to the needs of our whole school community, ensuring that it supports pupils both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

The curriculum supports the development of healthy, respectful relationships and personal well-being, including teaching about consent, personal boundaries, families and friendships, as well as age-appropriate information on puberty, bodily autonomy and safety. RSHE also addresses online risks and harms, personal resilience and where to find help and support. These elements are all core to preparing pupils for life in modern Britain and meeting statutory expectations.

Our PSHE provision extends beyond the curriculum and includes themed days/weeks, assemblies and activities that reinforce key messages. It fully supports our school's ethos and values, contributing to a broad and balanced curriculum that promotes pupils' spiritual, moral, social and cultural development, citizenship, equality and safeguarding. PSHE and RSHE are essential to the personal, social, health and economic development of our pupils. We work collaboratively with parents and carers to ensure that children are well informed, safe and supported to make healthy, respectful and positive choices in all aspects of their lives.

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## **Implementation**

At Winslow Church of England School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

We use the SCARF scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use Medway resources co-produced by Medway Public Health, Bucks CC and the PSHE Association and School nursing materials.

We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

### **Relationships Education**

Our PSHE curriculum covers statutory Relationships education. Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from year 1 at an age appropriate level. Further details on what we are required to teach can be found in **Appendix 3** (DfE Relationships outcomes)

### **Sex Education**

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents/carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy.

### **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. Under statutory Relationships Education, Health Education, and Keeping Children Safe in Education (KCSIE), primary schools must:

- Teach children about their bodies in an age-appropriate way
- Use correct anatomical terminology, especially where it supports safeguarding and personal safety
- Ensure pupils can describe parts of their body clearly if they are worried, hurt, or need help

### **Living in the wider world/Economic Education**

Our PSHE curriculum includes statutory Relationships, Sex and Health Education requirements and also covers *Living in the Wider World* themes including economic wellbeing, financial capability, enterprise education and careers awareness, in line with best practice and our chosen SCARF scheme of work.

### **When and how is PSHE taught**

At Winslow Church of England School PSHE is a taught subject that is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Year 6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

### **Managing difficult Questions and confidentiality**

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our Child Protection Policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well-managed environment (**See appendix 2**). To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn.

Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils.

Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

## **Inclusion**

We recognise the importance of:

- Accessibility (ensuring materials are appropriately adapted or scaffolded)
- Recognising different levels of vulnerability
- Being sensitive to the different kinds of families our pupils belong to
- Teaching all pupils about the diversity of family relationships
- Recognising all relationships are respected and equal (Equalities Act 2010)

Please see **Appendix 1** for a link to the website for an overview of the PSHE Curriculum including Health and Wellbeing; Relationships Education and Living in the Wider World.

## **Impact**

Our PSHE provision gives pupils well-chosen opportunities and contexts to explore, consolidate, and apply knowledge, skills, and attitudes, ensuring they can use what they learn confidently in real-life situations.

Pupils are able to form healthy, positive relationships with peers and adults, recognise the characteristics of unhealthy or unsafe relationships, and have strategies to challenge negative behaviour and seek help when needed.

Pupils know how and when to ask for help, understand where to access support, and have the vocabulary and confidence to report concerns or abuse, including online or in other contexts.

Pupils are well-informed about risks they may encounter both on- and offline, including digital harms and social media pressures, and are able to make safe, responsible, and ethical choices.

Pupils are encouraged and supported to take responsibility for their actions, understand the implications and consequences of decisions, and make informed choices about their health, relationships, and safety.

Pupils understand and manage their mental wellbeing, recognise a normal range of emotions, and have strategies to cope with challenges, pressures, and changes in their lives.

Pupils are well-prepared for the next stage of their education and future life, equipped with the knowledge, skills, and attitudes to thrive academically, socially, and emotionally.

Pupils develop respect, empathy, and understanding of diversity, including differences in families, faiths, cultures, abilities, gender, and identity, and are empowered to value themselves and others.

Pupils are supported to lead healthy, happy, and fulfilling lives, making informed decisions about their bodies, relationships, and wellbeing.

Through PSHE, pupils build resilience, self-confidence, and the ability to reflect critically, enabling them to navigate challenges, influence positive change in their communities, and contribute safely and responsibly in wider society.

## **5. Roles and Responsibilities**

The governing body is responsible for approving the PSHE policy and holding the Headteacher accountable for its effective implementation.

The Headteacher is responsible for ensuring that PSHE is delivered consistently across the school in line with statutory guidance. The Headteacher also manages any parental requests regarding the right to withdraw a child from designated non-statutory Sex Education lessons.

The PSHE lead is responsible for the strategic leadership and management of PSHE. This includes curriculum planning, monitoring delivery, supporting staff with resources and training, and ensuring continuity and progression across all year groups.

Teachers are responsible for delivering the PSHE curriculum in line with this policy, using safe, inclusive, and age-appropriate teaching methods.

Pupils are expected to engage fully with PSHE lessons, participate appropriately, and treat others with respect.

All staff have a duty to follow the school's safeguarding procedures and respond appropriately to any disclosures or concerns that arise during PSHE lessons.

Parents and carers are encouraged to engage with the PSHE curriculum, access policy and curriculum information, and support learning at home where appropriate.

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## **6. Working with outside agencies and visiting speakers**

Any outside agencies or visiting speakers engaged by the school will follow the school's safeguarding and PSHE protocols. All external contributors will be vetted in accordance with the school's safeguarding procedures, and their content and delivery will be reviewed to ensure it is appropriate, safe, and consistent with the school's PSHE and RSHE curriculum.

## **7. Monitoring, Evaluation and Staff Development**

PSHE provision will be monitored and evaluated by the PSHE lead, senior leadership team (SLT), and governors, in line with the school's agreed monitoring cycle. The PSHE policy will be reviewed at least annually to ensure it remains up to date with statutory guidance and continues to meet the needs of pupils.

To ensure all staff are confident and supported in delivering the PSHE curriculum, access will be provided to high-quality training. This may include online courses, in-school training, and local or national professional development opportunities. Training will be aligned with the school's CPD programme and updated as necessary to reflect changes in statutory guidance, curriculum content, or best practice

## 8. Working with parents

It is essential that parents and carers are aware of what is being taught in PSHE and how they can support their children's learning. The PSHE curriculum overview, the PSHE policy, and the Relationships and Sex Education (RSE) policy are all published on the school website. Appendix 1 provides a year-by-year breakdown of the content taught.

The policy was distributed to all parents and carers via Parentmail. To ensure a collaborative approach, a two-week consultation period was provided, during which parents were invited to submit feedback, raise questions, or seek clarification. Helpful guidance and information are made available via the school website. See also **Appendix 3** for a DfE guide for parents.

We welcome and encourage parents and carers to make an appointment with the class teacher or the Headteacher to discuss any aspect of the PSHE curriculum or to raise any questions or concerns regarding this important area of education.

Parents and carers have the right to withdraw their child only from designated non-statutory Sex Education lessons. There is no right to withdraw from PSHE lessons that include statutory Relationships Education and Health Education, including the changing adolescent body/puberty. The science curriculum also covers human development, including reproduction, from which there is no right to withdraw.

The school strongly recommends that all pupils participate fully in the PSHE curriculum to ensure they are well-informed, understand healthy relationships, and are prepared to make safe and positive choices.

## 9. Linked policies

- Child Protection Policy
- Anti-Bullying Policy
- Relationships Sex and Health Education Policy
- Behaviour Policy
- Mental Health and Wellbeing Policy
- Equalities Policy
- Science National Curriculum
- Safeguarding Curriculum

## 10. Policy development

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. The policy was written by the PSHE lead in consultation with the Headteacher, both of whom attended training provided by Bucks CC (Carol Stottor PSHE Advisor)

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation – parents and any interested parties were invited to be part of a small working group to discuss the development of this policy.

Ratification – this policy was shared and ratified with governors

**Policy written:** May 2026

**To be reviewed annually**

## **Appendix 1**

**PSHE Curriculum overview** - see website <https://www.winslowschool.co.uk/page/?title=PSHE&pid=122>

## **Appendix 2**

### **Ground rules for PSHE lessons**

- No personal questions or sharing of private information.
- You have the right to pass on a question. ☒ No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

**Frame the ground rules in a creative way:**

**G... Giggling is okay but laughing at others is not**

**R... Respect for myself and others is important**

**O... Option to pass on answering questions is available to all**

**U... Use dictionary words when describing the body**

**N... No question is a silly question!**

**D... Do use "Someone I know..." instead of the person's name**

## **Appendix 3**

### **DfE information from statutory guidance Relationships**

[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

Information for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>