



Personal, Social, Health & Economic Education Policy

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE Association

Aims and objectives

Personal, social, health and economic education (PSHE) enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. Through the promotion of British Values (tolerance, mutual respect, rule of law, individual liberty and democracy) we help develop the pupils' sense of self-worth; teach them how society is organised and governed; ensure that they experience the process of democracy; teach them about rights and responsibilities and they will have the opportunity to learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, health and economic education are to enable the pupils to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community;
- have an understanding of financial responsibility;
- be aware of the varied career options available to them.

What is PSHE education?

What is PSHE education? PSHE (Personal, Social, Health and Economic) education is a planned, developmental programme of learning designed to help pupils develop the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education deals with real life issues which affect children and young people, their families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes. The benefits of PSHE education are universal, supporting all pupils, from the highest achievers as well as the vulnerable and excluded, to achieve their fullest potential.

It includes three areas of essential skills and attributes:

- Intrapersonal and personal effectiveness
- Interpersonal and social effectiveness
- Managing risk and decision-making

These skills and attributes are taught through seven core themes:

1. Physical Health and Wellbeing
2. Mental Health and Emotional Wellbeing
3. Keeping Safe and Managing Risk
4. Relationships and Sex Education
5. Identity, Society and Equality
6. Drugs, Alcohol and Tobacco Education
7. Careers, financial capability and economic wellbeing

How PSHE education is provided?

It is taught through an age appropriate programme managed by the PSHE subject leader. PSHE is delivered in specific sessions and also through other curriculum areas such as Science, Drama, English, RE and Computing. It is also taught through:

- Assemblies
- Tutor programmes
- pastoral support for pupils who experience difficulties
- targeted intervention, such as Thrive
- the provision of appropriate information through leaflets and books
- delivery in response to incidents
- current issues/affairs.
- Focus days and experiences

Teaching Methods

A variety of teaching and learning strategies are used to deliver PSHE which consider pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- circle time activities
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and use first-hand learning to achieve positive ends
- Philosophy for Children
- independent study
- research projects.

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. The KASE curriculum is embedded throughout the delivery of the PSHE programme.

Active learning methods, which involve pupils' full participation, will be used. In most cases, teachers will attempt to answer pupil's questions and concerns in a sensitive, age and developmentally appropriate manner. Individual teachers will use their skill and discretion in

these situations and, if necessary, refer to the PSHE education subject leader for advice and support.

Safe Learning Environment

PSHE education is conducted in a safe learning environment, through the use of ground rules and distancing techniques, so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example, nobody (teacher or pupil) should be expected to answer a personal question and no one will be forced to take part in a discussion.

Teachers will also follow this guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting;
- If a pupil's question is inappropriate to address with the whole class, the teacher will acknowledge the question and attend to it later on an individual basis;
- If a question is too personal, the teacher will remind the pupils of the ground rules;
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages positive participation;
- Pupils may have opportunities to write down questions anonymously. The teacher should have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

Confidentiality and handling disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. If a safeguarding issue is raised or a disclosure made either during or after a PSHE lesson, staff will follow the school safeguarding protocols as set out in the Safeguarding and Child Protection policy. Teachers cannot offer complete confidentiality; it is important for everyone's safety that staff, visitors and pupils are clear about this.

Visitors & Resources

A visitor such as a school community nurse, may at times, supplement the PSHE education curriculum as a planned event with the teacher present. Teaching resources are selected on the basis of their appropriateness for pupils. Resources will be subject to the 'consult, agree, review and availability' model of development. Visitors will be made aware of and follow the school safeguarding protocols.

Equal Opportunities

The school's programme of study for PSHE education is designed to ensure that all pupils have full and equal access which comply with statutory guidance. Pupils may have varying needs regarding PSHE education depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHE education that is relevant to their particular needs. To achieve this, the school's approach to PSHE education will take account of:

- the needs of all pupils
- varying home backgrounds
- sexuality
- special educational needs (SEND).

Please see the Relationship and Sex Education (RSE) policy for more detailed guidance on these areas. The school also recognises the need for extra, targeted work with vulnerable pupils.

Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes and experiences to bring to PSHE education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with safeguarding policy and procedures.

Assessment

Pupils' existing knowledge needs to be the starting point for all PSHE education work. Needs assessment is built into some lesson planning as each group may have different knowledge, experience and understanding. PSHE education offers many opportunities for pupils to get involved in their own learning and progression. All assessment, whether focusing on a particular aspect of learning or creating a view of pupils' overall progress, could:

- be planned from the beginning as part of teaching and learning;
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences;
- measure what we value about PSHE education (for example, showing the ability to make informed choices), not just those aspects that are easy to measure (for example, knowledge of facts);
- not judge the worth, personality or value of an individual pupil or their family;
- support the way PSHE education is delivered in the school;
- involve pupils in improving their own learning;
- lead to an improvement in standards and achievement.

Assessment in PSHE education should be active and participatory, helping pupils to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Opportunities need to be created for individuals and groups to be acknowledged, recognised, noticed and praised. Pupils should learn how to reflect on their experiences, ask questions, make judgements and, where appropriate, set personal targets. School staff and pupils should be involved in monitoring and assessing learning. An assessment process that supports PSHE education should be continuous and formative and ensure teachers share the learning journey with their pupils. The elements of PSHE education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of PSHE education is assessed as part of the PSHE education provision and builds on existing systems in line with the individual school's assessment policy.

Personnel and Training

There is a PSHE education subject leader of sufficient status & training within each school. The leader understands the sensitive and controversial nature of PSHE education and therefore ensures the staff who deliver PSHE education receive regular training and updates.

Monitoring and evaluation

The programme is regularly evaluated by the PSHE education subject leader and the Trust PSHE Co-design group. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Policy Development & Review

This policy is to be implemented along with related policies:

- Safeguarding and Child Protection
- Relationships & Sex Education
- Equal Opportunities
- Online Safety
- Mental Health and Wellbeing
- Behaviour and anti-bullying
- Inclusion SEN Policy
- Intimate care policy

The appendix attached details the provision made at Abbeywood First School to meet local context needs.

This policy document was produced by the CRST PSHE Co-design group with input from the entire school community and is freely available to them. It will be reviewed on a 2-yearly basis.

Review date: February 2026



PSHE Policy – Appendix

At Abbeywood PSHE is part of a much wider curriculum that contributes to the development of the whole child in line with our KASE curriculum. We use the Islington PSHE scheme of work as a framework to meet all statutory requirements, which is a progressive and sequential approach to the learning of key concepts and ideas. It is adapted to meet the needs of individual pupils and groups of pupils and is carefully designed to fit with our overall curriculum methodology. This ensures children can make meaningful links across subject areas and build on existing knowledge and skills. As a THRIVE school, the explicit teaching of brain development is woven throughout our PSHE curriculum, empowering children to understand their emotions. At the heart of our curriculum lies Philosophy for Children, which we use as a powerful approach to address many aspects of PSHE through meaningful debates and discussions.

Abbeywood First School's PSHE Education Policy is implemented in line with the following policies:

- Safeguarding and Child Protection
- Relationships and Sex Education
- Equal Opportunities
- Mental Health and Wellbeing
- Behaviour and anti-bullying
- Online-safety
- Inclusion SEN Policy
- Intimate care policy

And also in conjunction with:

- Mental Health and Wellbeing RSA Commitment

Curriculum overviews are available to view on our website.