



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

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: QED	Date:
Signature (Chair of Committee):	Signature (Headteacher):

Last reviewed on: April 2026	Next review date: April 2027
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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2 Non Discrimination

Every child has the right to not be discriminated against, whatever their ethnicity, sex, religion, language, abilities or any other status; whatever they think or say, whatever their family background.

Article 3 Best Interests of the Child

The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 12 Respect for the views of the Child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 Freedom of Expression

Every child must be free to express their thoughts and opinions and to access all kinds of information.

Article 24 Health

Every child has the right to learn about health and well-being as part of their education, so they can stay healthy.

Article 28 Right to Education

Every child has the right to an education. Primary education must be free.

1. School Background Information

1.1	Type of School	Primary
1.2	Member of Health School Scheme since	2018 (Gold Award)
1.3	Average Number on Roll	470
1.4	Number of Classes in a Year	2
1.5	Gender	Mixed
1.6	EAL	55.4%

2. Key contacts

2.1	Safeguarding Lead (DSL)	Clare Stock
2.2	PSHE Lead:	Clare Stock
2.3	Rights Respecting School Leads:	Clare Stock and Michelle Peters

3. Aims of PSHE Policy

With our children and young people living in an ever changing online and offline world, it is important to ensure that we equip our pupils with strong foundation of knowledge, attitudes and the skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE aims to support them to:

- Become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- Understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as: honesty, courage, kindness, integrity, trustworthiness and a sense of justice.
- Nurture mutual respect, treating others equally through an appreciation for diversity and respect for others.
- Understand the importance of taking responsibility for one's own health and well-being.
- Know how to keep themselves safe in the digital world.
- Understand about becoming responsible citizens who have rights and responsibilities that help them to make a positive contribution to society.
- Understand money management and develop skills linked to being responsible with money.
- Enjoy success in their own progress, identifying and achieving personal goals that enable them to thrive.

4. Links to other School Policies

This policy should be read in conjunction with the school's:

- Child Protection and Safeguarding Policy and Procedures
- Collective Worship Policy
- General Data Protection Regulations (GDPR) Policies
- Behaviour and Attitudes Strategy
- Anti-Bullying Policy
- Online Safety Policy
- Safeguarding Curriculum
- Single Equality Scheme
- SEND Information Report
- Science Curriculum
- Religious Education Strategy and Curriculum
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

5. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our

policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 5.1 **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 5.2 **Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.
- 5.3 In addition to statutory requirements, the DfE 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.
- 5.4 As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to our Relationship and Health Education Policy.

6. Purpose of Policy

This policy further sets out:

- Our overall **intention** and aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World.
- Guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that **guide safe and effective delivery.**
- Information for parents and carers about what is taught and when in PSHE.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review.

8. Definitions for Health Education

- 8.1 **Health Education:**
“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. **Health Education supports our children to understand about health related choices and behaviour, both mentally and physically, and take responsibility for their own in order to be happy, healthy, and safe, now and in the future.**”

9. Organisation of PSHE

- 9.1 **Timetable allocation:** Units of work in PSHE/RHE are taught in blocks. Lessons are weekly for around 30 minutes. Year groups (1-6) have 6 lessons in a block which last for ½ a term. The curriculum is a spiral curriculum (years 1,3,5 and years 2,4,6). PSED is one of the prime areas taught in Nursery and Reception. It connects the whole curriculum and is embedded as part of any other curriculum area being delivered.
- 9.2 **Groupings:** Whole Class, small groups (refer to 11.6)

- 9.3 **Staff Involved:** The course will be delivered predominantly by the Class Teacher, but there are times during the programme when learning is complemented by external visiting speakers, for example a financial organisation such as a bank, human rights organisations, or others. It is important to note that where outside visitors help to deliver PSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 9.4 **How:** Dedicated PSHE lessons/ Subject specific e.g., Science and RE/ Assemblies/Special weeks e.g., Wellbeing Weeks

10. Content of PSHE Curriculum

We deliver our comprehensive PSHE curriculum under the 3 key areas

- Relationships Education
- Health Education
- Living in the Wider World

See our website for our PSHE Education Curriculum Overviews: [PSHE and RHE | Becontree Primary School](#)

10.1 Statutory content:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function

Health Education (KS1&2: age 5-11 years)

- **General** Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- **Personal Safety**
- Basic First Aid
- Developing Bodies (*including puberty and naming correct body parts*)

10.2 Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

10.3 Sex Education (Year 6 Only – *these are the only lessons that parents can withdraw their children from*)

Lessons on Sex Education in Year 6 (please refer to our Relationship Health Education Policy)

11. Approaches for Delivering Effective PSHE

11.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

11.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

11.3 A Range of Learning Approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits by theatre groups.

11.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

11.5 Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

11.6 Groupings

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one to one sessions.

11.7 Responding to Pupils' Questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

11.8 Meeting the Needs of SEND Pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

12. Equality, Diversity and Inclusion

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the considerations in our Equality Mission Statement which can be found in Appendix 1.

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

13. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluating the programme by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

14. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

15. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be provided to all staff and governors. A full copy will be published on the school website and made freely available to parents on request.

Copies will also be provided to other professionals whose work relates to PSHE or who may be involved in its delivery.

This Policy should be read in conjunction with:

- *Keeping Children Safe in Education* (statutory guidance)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (statutory guidance)
- *Respectful School Communities: Self Review and Signposting Tool* (a tool to support a whole school approach that promotes respect and discipline)
- *Behaviour in Schools: Advice for headteachers and school staff* (advice for schools, including advice for appropriate behaviour between pupils)
- *Equality Act 2010 and schools*
- *SEND code of practice: 0 to 25 years* (statutory guidance)
- *Mental Health and Behaviour in Schools* (advice for schools)
- *Preventing and Tackling Bullying* (advice for schools, including advice on [cyberbullying](#)) (
- *Sexual violence and sexual harassment between children in schools* (advice for schools)
- *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)
- *Promoting Fundamental British Values as part of SMSC in schools* (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))



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We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community.

We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'

