

TANKERSLEY C of E (A) PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION PSHE POLICY



***“Guide me in your truth and teach me, for you are
God my saviour and my hope is in you all day long.”***

Our vision is to:

- ***Love our learning.***
- ***Know that God is with us, loves us and has a plan for us.***
- ***To make the world a better place.***

**We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful**

Updated July 2026

Next review July 2027

Governing Body approval date: September 2026

Intent

This policy sets out the school's approach to Personal, Social, Health and Economic Education as a curriculum subject. Statutory Relationships Education and Health Education, together with the school's Non-statutory Sex Education provision, are set out in the separate Relationships, Sex and Health Education Policy. The two policies should be read together.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- DfE RSHE Statutory Guidance September 2026
- Keeping Children Safe in Education 2026
- Equality Act 2010
- EYFS Statutory Framework 2026
- SEND Code of Practice 2024
- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017

The school uses the 1 Decision scheme of work to deliver the requirements of the PSHE curriculum.

This policy links closely with school policies on:

- Relationships, Sex and Health Education
- Collective Worship/Religious Education
- Behaviour
- Anti-Bullying
- Equal Opportunities
- Confidentiality
- Internet Safety
- SEND
- Mental Health and Wellbeing
- Child Protection and Safeguarding

Tankersley St Peter's CE Primary school believes that a strong PSHE Education helps pupils develop into well-rounded members of society, who can make positive contributions to the community. Our school believes that PSHE learning supports children to implement their school vision: loving their life-long learning, knowing that God is with them, loves them and has a plan for them to make the world a better place.

The overarching intent for PSHE Education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding, reflection and clarification, whilst challenging own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Understanding of their own spirituality within the world.

Our whole school vision and ethos alongside the PSHE curriculum, ensures that we actively promote the Spiritual, Moral, Social and Cultural (SMSC) development of all pupils. We endeavor to provide them with key skills to be successful and happy lifelong learners.

Implementation

The PSHE curriculum is organised through the following broad areas:

➤ **RELATIONSHIPS**

In Year 2 (Autumn term) for example, the Relationships unit topic is Bullying and Body Language and in Year 4 (Spring term) for example, the topic is What I Know Now and Relationships. Relationships units cover inclusivity, friendships and families, touch and Being Safe. The Growing and Changing units for Years 4-6 cover Relationships and Safety (Y4), Puberty and Developing Bodies (Year 5) and Conception (Year 6).

➤ **HEALTH, SAFETY AND WELLBEING**

In Year 5 (Spring term) for example, the Feelings and Emotions unit covers Anger and Adult and Children's Views. In Year 6 (summer term) the Keeping/Staying Healthy unit covers Alcohol and Drugs. There is a Being Responsible unit, Keeping/Staying Safe, Fire Safety and Computer/Online Safety unit across Year 1-6 yearly overviews, which include personal safety and body awareness, developing and changing bodies, physical health, fitness and healthy eating. Mental Health and Emotions are units across Y1 and Y6 overviews. Additionally, Y4-Y6 have a First Aid Unit.

➤ **LIVING IN THE WIDER WORLD**

In Year 4 (Summer term) for example, in The Working World unit, the core topics include Chores at Home and in Year 5 (Autumn term) the topic is Enterprise. In Year 6 (Spring term) the topic is In-App Purchases. A World Without Judgement units also have age/stage appropriate topics across Year 1 to 6.

Economic Education

This includes:

- Money and its different forms
- Saving, spending and budgeting
- Needs and wants
- Jobs, careers and aspirations
- Enterprise
- How money decisions can affect wellbeing
- Age-appropriate awareness of financial risks, including online scams and in-game spending

Pupils can apply for specific jobs in school (the Job Shop), for example, Head Teacher assistant, Digital Leader, Litter Picker, Early Years or P.E assistant. Duties are discussed with pupils. These jobs develop children's self-esteem, confidence, responsibility, economic, community and social awareness. The children work together to make the world a better place.

Each year group's yearly overview maps out the core PSHE and RSE topics that are focused upon each term. These topics are supported by a wealth of '1 Decision' interactive resources, lesson plans, and topic guides. For Years 1-3 we use Knowledge Organisers to detail up to date Relationships Education and Health Education.

The Early Years Foundation Stage

Children in Nursery and Reception also follow a yearly overview, detailing the half termly 1 Decision Early Years topics that are focused upon. The children take part in Mindfulness and / or Yoga sessions and enjoy watching Animated Stories on a range of topics, involving different coloured Rainbow Drop characters. The children use talking partners and other oracy strategies to explore different topics. They interact with Talking Cards that prompt the children to think about different situations, cultures and a range of emotions. The children also consider Dilemma Drops, to demonstrate their knowledge and understanding and to practise responding to different scenarios.

In the Early Years Foundation Stage, Personal, Social and Emotional Development, Understanding the World, Physical Development plus other areas of the curriculum provide holistic learning opportunities for pupils. The Characteristics of Effective Learning also describe the ways in which pupils approach their learning, often linked to dispositions and attitudes such as having a go, continuing to try hard and developing resilience. There are many opportunities to connect with the indoor and outdoor environment, with time to be quiet and peaceful, where reflection and spirituality is encouraged and highly valued.

Teaching strategies

A range of adaptive teaching strategies are used to deliver the 1 Decision curriculum as appropriate. Staff use consequences videos, role-play, visitors into school and trips (e.g. PCSOs, Fire Brigade, Crucial Crew, Road and Water safety and Modeshift events), speaking and listening as well as other activities. Oracy strategies are used in each class to promote sustained shared thinking across a range of age appropriate issues. We actively encourage children to be reflective and ask questions. There are weekly PSHE timetabled sessions across EYFS, KS1 and KS2 and implementation of children's prior knowledge and new learning is encouraged. PSHE also permeates other subjects across the EYFS and National Curriculum and staff understand the need to respond to the PSHE needs of the children in their class. Compass Be whole class, small group and 1:1 sessions are also arranged as PSHE needs are identified by staff and interventions put in place where needed.

Cross Curricular links with Personal and Spiritual Development

Enquiry topic questions allow many opportunities for PSHE learning and reflection across the school. There are opportunities during Collective Worship time, for example, stories and discussions. In the PSHE Subject Spotlight worship, there is a whole school Anti-Bullying presentation during Anti-Bullying week where each class contributes and shares what they have learnt. This can take the form of role-play, raps, poetry, art work and dance. This empowers pupils to collectively make a stand against any form of bullying and make the world a better place. The whole school pupil voice is also collected and acted upon.

In school, there is an elected Core and Worship council as well as an Inclusion Working Party. These groups meet termly to represent pupil voice and make decisions on a range of topics in school. A core council member sits in the Inclusion party meetings too to ensure that everybody has a voice. Links are made with PSHE in other curriculum areas, as appropriate, through topic /enquiry planning and through pupils' Religious Education. Class stories and curriculum learning, for example, exploring behaviour of characters, creative activities, and pupil initiated learning also links to the PSHE curriculum. Whole school and class worship explores themes linked to PSHE and encourages personal and spiritual development through planned quiet and peaceful moments embedded across the school week. This helps children to connect with our school vision, where they have the opportunity to reflect upon their own ideas, feelings and faith.

Global links and sustainability are also a strong part of our school vision, ethos and curriculum. Global learning opportunities are important to our school, as we have embarked on Fairtrade

learning and making links with schools in other countries. Pupils have opportunities to explore relationships with others in real, practical and relevant contexts, as global citizens of the world, reflecting on their own lives and those of others.

Our Christian attribute beads encourage positive personal qualities and attributes, for example being kind, and having self-control. The beads contribute to the whole school jars and our certificates and post cards sent home, promote this school ethos and vision. We celebrate children's successes as they love their learning.

Parent and Carer involvement

Tankersley St. Peter's CE Primary school believes that partnerships with parents/carers and the community enables us to receive information and to plan the best possible PSHE curriculum for our children, whilst accessing specialist support. We consult regularly and train our staff and parents. Consultations and workshops have taken place with parents around the delivery of the RSHE curriculum, Mental Health and Internet Safety.

Parents and Carers are invited into school to join their children in for example, Celebration worship and class workshops. Reception class have a Diwali Community workshop where parents learn alongside their children, eat a range of Indian foods and watch the children perform a Diwali dance. Class blogs and tweets also feature the children's learning. During Anti-bullying week, parents and carers receive information about the Anti-Bullying Alliance, with useful links. We work closely with St Peters, our local church and other Faith leaders, to participate in whole school assemblies and worship gatherings, which cover wider themes. These include the development of spirituality and self fulfilment, where multi-faith and cultural understanding and knowledge is highly valued and recalled. There are also links with local businesses, councilors and MP's. We invite and involve outside agencies and visitors, such as School Health practitioners, Police officers and Dentists to help deliver aspects of the curriculum. Professionals from the community provide aspirational talks to our pupils regarding future careers whilst also supporting gender equality.

Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff are aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse. Staff will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school ensures that PSHE and pastoral care teams work together to help pupils feel comfortable and able to indicate if they may be vulnerable and at risk.

PSHE lessons encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues and how reports will be handled. This also includes concerns and reports about a friend or peer. The DSL or deputy DSL's are involved in the development of safeguarding-related elements of the PSHE curriculum. Our Inclusion team and all school staff have responsibility for pupil welfare and are very aware of their school vision in this crucial area, knowing that God is with them and has a plan for them to make children's, their families and their community lives enriched and fulfilling.

The PSHE lead will pass on to staff any information as it becomes available and will attend future training courses for PSHE, disseminating information as appropriate.

Equal opportunities and inclusion

We ensure equal access for all children to the PSHE curriculum. Staff plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject in an equitable way. This includes adaptive teaching, objective outcomes and content in the lessons to suit different

learning styles and abilities. Staff provide suitable learning opportunities for all children. Our curriculum meets the current learners' needs in the cohort and adaptations are made where necessary. Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment, questioning, visual supports, additional explanations and carefully selected resources are used, so that all pupils can access the same ambitious curriculum. Reasonable adjustments are made for pupils with SEND, such as:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- providing resources of different complexity, matched to the ability of the child
- using resources and aids to support the work of individual children or groups of children

Mental Health and Wellbeing

Healthy minds champions are trained to support their peers in school, to manage low level conflicts. Members of the Inclusion working party also act as points of contact for children near the playground Friendship Stop. Pupils have been involved in creating their own Anti-Bullying and Mental Health Pupil policies. The PSHE lead/SENCO, Headteacher and Autism Champion work with external agencies to support our families and young people (some of which are Early Help families) with their mental health needs. Staff implement the school vision through their knowledge that God has a plan for them to help others (to make the world a better place). Worry monsters are used in class to help with low level anxieties. The Head Teacher and PSHE lead are mental health leads with trauma informed training. Compass Be practitioners support classes, groups and individual pupils as well as their families within school. Staff run lunch time nurture and wellbeing clubs for children who need it.

Impact

Assessment, Recording and Reporting

Assessment in PSHE:

- Identifies pupils' starting points
- Checks what pupils know, understand and can apply
- Uses discussion, scenarios, pupil reflection, teacher observation and selected written work
- Does not assess pupils' personal experiences, family circumstances, beliefs or private feelings
- Informs future teaching and identifies misconceptions

Tankersley St Peters CE Primary school has high expectations for the quality of pupils' learning in PSHE, as for all other curriculum areas. Our strong PSHE curriculum builds upon pupils' prior knowledge. There are opportunities for recalling past learning and giving progress feedback.

Lessons are planned to ensure pupils of differing abilities are suitably challenged. Teachers assess to identify where pupils need extra support or intervention. Pupils' knowledge and understanding is assessed through conversations, discussion groups, quizzes and in response to other learning tasks, to monitor progress. PHSE floor books are kept across school.

PSHE Subject in the Spotlight

PSHE monitoring across school involves gathering pupil voice to better understand the childrens' knowledge, understanding and retention of past PSHE learning. It also involves work scrutiny in floor books and the progression shown across different year groups. It includes displays, lesson observations and a celebration of progress and achievement. Resources and displays are sensitive to the needs and backgrounds of children and both reflect and celebrate our rich diversity. This is monitored regularly to ensure sensitivity. PSHE is developed and monitored through: staff development and training and learning walks. These are carried out by the Senior Leadership Team and subject lead. Foundation Stage pupils are assessed in line with baseline assessments, observations and parental contributions, culminating in the EYFS profile. Class blogs and tweets also feature the impact of children's learning in PSED.