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

Flanshaw Junior, Infant and Nursery School

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

Policy Overview and Statutory Context

At Flanshaw Junior, Infant and Nursery School, we recognise that Personal, Social, Health and Economic Education (PSHE) plays an important role in supporting pupils to develop the knowledge, skills and attributes they need to thrive as individuals, within relationships and as members of their community.

Our PSHE curriculum helps pupils to develop confidence, resilience, self-awareness and independence. It supports children to understand themselves and others, make informed choices, develop positive relationships, recognise risks and understand how to keep themselves safe and healthy.

PSHE is an integral part of our wider curriculum and contributes to the personal development, safeguarding, wellbeing and cultural understanding of all pupils.

The school uses the **One Decision programme** to support the delivery of PSHE, including age-appropriate learning relating to relationships, health, wellbeing and keeping safe.

Our approach to Relationships, Sex and Health Education (RSHE) is set out separately in the school's **RSHE Policy**.

PSHE is a non-statutory subject as a whole. However, aspects of PSHE education are supported by statutory requirements, including Relationships Education and Health Education.

Our PSHE curriculum is developed with regard to:

- the National Curriculum;
- the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education and Health Education;
- Keeping Children Safe in Education;
- the Equality Act 2010;
- safeguarding requirements;
- the school's wider curriculum and personal development priorities.

The statutory elements of RSHE are delivered in accordance with the school's separate **RSHE Policy**.

Aims

The PSHE curriculum aims to help pupils:

- develop confidence, self-esteem and resilience;
- understand and manage their emotions;
- develop positive attitudes towards their own wellbeing;
- understand how their choices can affect themselves and others;
- develop healthy and respectful relationships;
- recognise and respond to risks and unsafe situations;
- understand how to keep themselves physically and emotionally safe;
- develop healthy lifestyle choices;
- develop an understanding of mental health and emotional wellbeing;
- develop independence and responsibility;
- understand the importance of rules and responsibilities;
- develop respect for themselves and others;
- recognise and respect differences;
- understand equality, diversity and inclusion;
- develop financial awareness and responsible attitudes towards money;
- develop aspirations for their future;

- become responsible and active members of their school and wider community.

Curriculum Content and Delivery

PSHE is taught as part of the school's planned curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils. IT is delivered using the One decision programme.

The PSHE curriculum covers three broad areas:

Health and Wellbeing

Pupils develop an understanding of:

- physical health;
- mental health and emotional wellbeing;
- healthy lifestyles;
- healthy eating;
- physical activity;
- sleep and rest;
- personal hygiene;
- dental health;
- managing emotions;
- resilience;
- recognising when they need help;
- seeking support from trusted adults;
- keeping safe.

Relationships and Personal Development

Pupils develop:

- self-awareness;
- confidence;
- empathy;
- communication skills;
- cooperation;
- friendship skills;
- respect for others;
- understanding of boundaries;
- conflict-resolution skills;
- an understanding of positive and respectful relationships.

Where learning relates specifically to statutory RSHE content, this is delivered in accordance with the school's separate **RSHE Policy**.

Living in the Wider World

Pupils learn about:

- rules and responsibilities;
- communities;
- citizenship;
- equality and diversity;
- respect;
- money and financial awareness;
- saving and spending;
- work and careers;
- aspirations;

- making choices;
- environmental responsibility;
- rights and responsibilities;
- contributing positively to society.

Flanshaw Junior, Infant and Nursery School uses the **One Decision** programme as a key resource to support the teaching of PSHE.
One Decision uses age-appropriate scenarios and characters to help children explore situations they may encounter in everyday life. Pupils are encouraged to consider different choices, consequences and ways of responding.
The programme supports pupils to develop:

- decision-making skills;
- emotional literacy;
- communication;
- resilience;
- confidence;
- problem-solving;
- personal safety awareness;
- relationship skills;
- healthy lifestyle choices.

Teachers use One Decision alongside their professional judgement and the school's own curriculum requirements. The programme is not intended to replace teacher judgement or the school's wider PSHE provision.
Teachers may supplement the programme with additional resources, lessons and activities to respond to the needs of their pupils and the priorities of the school.

PSHE is delivered through a combination of:

- planned PSHE lessons / One Decision lessons;
- assemblies;
- class discussions;
- whole-school activities;
- themed weeks;
- safeguarding education;
- online safety education;
- pastoral support;
- wider curriculum opportunities;
- responses to issues arising within the school community.

PSHE learning may also be reinforced through everyday classroom practice and the school's ethos.
Staff are expected to identify opportunities to reinforce PSHE learning across the curriculum where appropriate.

Safeguarding
PSHE contributes to the school's safeguarding provision by helping children understand how to recognise risk, make safe choices and seek help.
Pupils are taught to:

- recognise situations that may be unsafe;
- identify trusted adults;
- communicate concerns;
- understand appropriate boundaries;

- recognise inappropriate behaviour;
- know how to seek help;
- understand how to keep themselves safe online and offline.

Staff recognise that PSHE discussions may result in pupils sharing personal experiences or concerns.
Any disclosure or safeguarding concern will be dealt with in accordance with the school's **Safeguarding Policy**.
Some areas of PSHE may involve sensitive or personal issues.
Teachers will use professional judgement when responding to pupils' questions and comments.
Questions that are inappropriate for the age or outside the planned curriculum may be addressed individually or referred to the PSHE Lead, Headteacher or Designated Safeguarding Lead where appropriate.
Where a question raises a safeguarding concern, the school's safeguarding procedures will be followed.

Staff must not promise confidentiality where a safeguarding concern is disclosed.

Inclusion, Equality and Diversity
PSHE is taught in a way that enables all pupils to participate fully.
The curriculum reflects the diverse nature of our school and wider society and promotes respect for others.
Teachers consider pupils' individual needs and adapt lessons where appropriate, including for pupils with:

- special educational needs and/or disabilities;
- communication and language needs;
- emotional or behavioural needs;
- English as an additional language.

Resources and teaching approaches are adapted where necessary to ensure that all pupils can access the learning.

PSHE provides opportunities for pupils to develop an understanding and respect for difference.
Teaching promotes:

- respect;
- tolerance;
- fairness;
- equality;
- inclusion;
- empathy;
- positive attitudes towards others.

The school will not tolerate discriminatory, prejudiced or derogatory behaviour.
PSHE contributes to pupils' understanding of the protected characteristics set out in the Equality Act 2010, where appropriate to their age and stage of development.

Monitoring, Evaluation and Review

PSHE is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of PSHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.
- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.
- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.
- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the PSHE/RSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

Roles, Responsibilities and Staff Training

Leadership and Governance

- The Headteacher has overall responsibility for PSHE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RSHE Lead oversees curriculum planning, progression, and staff support

Teaching and Support Staff

Staff delivering PSHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of PSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

Links with Other Areas of School Life

PSHE contributes to the school's wider provision for:

- personal development;
- safeguarding;
- behaviour;
- wellbeing;
- British values;
- citizenship;
- online safety;
- equality and diversity;
- careers and aspirations.

The curriculum is complemented by the school's wider ethos and expectations for behaviour and relationships.

Links with Other Policies

This policy should be read alongside:

- **RSHE Policy**
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy

This PSHE policy has been developed by the PSHE/RSHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is approved by the Governing Body and is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of PSHE
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.