



Personal, Social, Health and Citizenship Education (PSHCE) Policy

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1. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education
- Equality Act 2010 and schools Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- 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)

2. Intent

'Myself, My Relationships, My Community'

Our curriculum is key in achieving what children will know and be able to do by the time they leave Courthouse Green; our PSHE curriculum underpins and enhances this further. It is our intention, that all children leave school with a strong sense of self belief, wide skill set, secure knowledge, optimism and the ability to articulate their opinions and make informed choices. We want children to understand and be proud of who they are and know what they have experienced has the potential to shape their futures. We want every child leaving our school with a positive image of themselves and as a member of their community.

Our PSHE curriculum design has been influenced by the needs and views of the young people at Courthouse Green Primary School and the rich diversity of our community. We believe that PSHE education gives our children the knowledge, skills, and attributes that they need to keep

themselves healthy and safe and to prepare them for life and work in modern Britain. It also equips our children with the skills that they need to thrive as individuals, family members and members of society.

We know that children who are emotionally healthy do better at school. PSHE education helps children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education also helps children to develop skills that are crucial to navigating the challenges and opportunities of the modern world. Our PSHE curriculum is underpinned by with the ethos that 'there are no outsiders in our school'; all people are treated equally and are valued in line with the protected characteristics outlined in the 2010 Equality Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Our curriculum promotes inclusion, acceptance and respect of others and their beliefs.

Our PSHE curriculum intent is based on the following four key drivers:

Talk - Conversation is vital for children as it helps them build and make links with new knowledge and existing knowledge, which we know our children need lots of opportunities to develop. Through talking, children can begin to reason allowing them to develop their critical thinking skills. Talk gives children opportunity to discuss their opinions and emotions and those of others to come to conclusions. In PSHE, talk is used throughout all lessons to enhance learning.

Feel - The emotional hook within lessons which engages children through inspiring or challenging moments and events that are happening within the world. It provides children the opportunity to find their personal meaning and connection within that lesson, different topics and events that are happening. Feel allows children to engage with the topic at hand and collaborate with other learners through their shared experiences. Feel supports the development of their own emotions and empathy and to consider and understand the viewpoints of others, to equip them with the skills to live in modern Britain.

Question - Developing children to think critically and apply what they have learnt to wider or new experiences. Through questioning, we are allowing our children to become curious, confident, and resilient learners who develop a rigorous understanding of the learning being taught, their emotions and life experiences. Children are encouraged to question their own opinions and that of others; it also helps to develop an understanding of their community, country and world events which effect these.

Reflect - Children are able to reflect on what they have learnt, their experiences and opinions and how this will now make a difference within their knowledge and understanding. They will be able to reflect on rich vocabulary learnt, knowledge gained and critically make links between ideas and concepts to inform their decisions and opinions. Children will be able to reflect upon events to allow them to make accurate and safe choices and well-informed decisions.

In addition to our PHSE curriculum, our Core and British Values, alongside the spiritual, moral, social and cultural development of our pupils are woven through the curriculum and opportunities that our children experience.

PSHE is a non-statutory subject however the subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of children". Schools must "promote the spiritual, moral, cultural, mental and

physical development of children at the school and of society, and prepare children at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep children safe. In addition to this, there are aspects of it we are required to teach:

- We must endeavour to follow 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' DfE, 2025.
- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance,
- We must teach health education under the same statutory guidance.

3. Implementation

What we teach

Our PSHE Education curriculum has been carefully designed to reflect the needs of the children at Alderman's Green Primary School. Throughout this process, parents, children, staff and governors were consulted with to gain their views and opinion on curriculum content. Data collected from Yearly School Nurse Questionnaires carried out by our Year 6 pupils, also influenced some of the curriculum content. Our curriculum content meets the requirements as set out in the statutory guidance.

Our PSHE Education curriculum covers:

- Relationships education, which includes; feelings and emotions, families and those who care for me, caring friendships, respectful relationships, online relationships, being safe and valuing difference.
- Physical health and mental well-being, which includes; mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.
- Living in the wider world, which includes rights and responsibilities, community, the law, environment and money management.

Throughout each academic year, we also teach children Protective Behaviours and the NSPCC Pants rule. Themed and awareness days/weeks also enhance our PSHE education curriculum such as Internet Safety Day, Autism Awareness Day, Anti- Bullying Week and fundraising events.

Our PSHE plans detail each term themes that are covered in each year group.

How we teach it

Our PSHE Education is taught to children:

- In a discrete lesson taught to all pupils in school for 1 hour per week. This lesson will be delivered by the child's class teacher.
- Through lessons that are appropriately differentiated to meet the needs of all pupils. The Inclusion Lead, SENCo and Enhanced Resource Provision Leader advise on how to adjust lessons to meet the needs of SEND pupils and those with Autism,

- Using resources from the PSHE Association and also CWP Resources will be used to enhance the delivery of PSHE Education lessons and resources from the 'No Outsiders In our School' to enhance the delivery of PSHE Education lessons.
- Through opportunities outside of the classroom lesson to reinforce themes such as class assemblies, current affairs sessions and through circle time and whole school assemblies, whole- school events, fundraising events and themed weeks/days.
- Through other curriculum areas such as P.E, Computing and Science.
- Taking part in educational visits or have visitors come into school to lead workshops to enhance the PSHE Education curriculum e.g. Kennedy, Tech She Can.

4. Roles and Responsibilities

The governing board

The governing board will approve the PSHE Education policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE Education is taught consistently across the school. The PSHE leader and assistant headteacher will support the headteacher in this role.

Staff

Staff are responsible for:

- Delivering PSHE Education on a regular basis.
- Delivering PSHE Education in a sensitive way.
- Modeling positive attitudes to PSHE Education.
- Ensuring that they do not express opinion or beliefs and present the facts for children to establish their own opinion.
- Working with children to establish some ground rules for PSHE to provide a supportive and open environment to discuss topics.
- Seeking support from other colleagues if unsure or uncomfortable in the teaching of sensitive topics.
- Monitoring and reporting on of children's progress.
- Responding to the needs of individual pupils and adapting lessons to support these needs.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Pupils are expected to follow the class ground rules for PSHE Education at all times.

Pupils are encouraged to speak to a trusted adult if they have any concerns or feel uncomfortable discussing a topic.

5. Monitoring arrangements

The delivery of PSHE Education is monitored by the Senior Leadership Team, the PSHE Team and the Curriculum Lead through:

- Lesson observations,
- Learning walks,
- Planning scrutiny,
- Book trawls,
- Pupil, staff and parental voice opportunities.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education
- Drugs, Alcohol and Tobacco Education
- Anti-Bulling Policy
- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEND Policy
- Online safety policy
- RSE policy