



## Madresfield C.E. Primary School



# Personal, Social, Health & Economic Education (PSHE) Policy

LAB Approval: March 2026

Date of last review: March 2025

Date of next review: Spring Term 2027

Policy Owner: Headteacher

## Our Vision

### Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by **Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"**.

As a school we aim to:

**Ignite:** to cultivate a love for learning and awe and respect for God's world.

**Illuminate:** to trust in God to guide us and develop our wisdom and compassion as we journey through school.

**Inspire:** to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

**Be kind-** being kind to others.

**Be ready-** being ready to learn.

**Be respectful-** being respectful to all.

**Be safe-** being safe around school.

### Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

*This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.*

## **Statement of intent**

At Madresfield C.E Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to personal, social, health and economic education, which must be delivered to every primary-aged pupil.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based personal, social, health and economic education curriculum for all our pupils. This policy sets out the framework for our personal, social, health and economic education curriculum, providing clarity on how it is informed, organised and delivered.

As a Church of England School, we fully adhere to the Church of England Education Office guidelines that Health Education will be delivered in a way that affords dignity and shows respect to all who make up our diverse community and is underpinned by our school vision and values.

At Madresfield CE Primary School we want to provide our pupils with skills that empower them so that they can live their best life and make the most of every opportunity. The PSHE curriculum is designed in line with the National Curriculum so that it is accessible to all and supports every pupil's personal, emotional, social and mental well-being. This in turn helps them to flourish and achieve their potential as well as to lead physically and emotionally balanced lifestyles.

## 1. Legal framework

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

- Education Act 2002
- Children and Social Work Act 2017
- Education Act 1996
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) Personal, Social, Health and Economic (PSHE) Education

This policy operates in conjunction with the following school and DoWMAT policies:

- Safeguarding Policy (including Child Protection)
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy
- Complaints Policy

## 2. Roles and Responsibilities

### 2.1. The Local Academy Board (LAB) is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### 2.2. The Headteacher is responsible for:

- The overall implementation of this policy.
- Overseeing the development and delivery of PSHE.
- Understanding and acting within the statutory framework which set out their professional duties and responsibilities.

- Providing staff with the opportunity to contribute to the development of PSHE.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.
- Reporting to the Local Academy Board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

**2.3. The Personal, Social, Health and Economic Education subject leader is responsible for:**

- Leading, managing and developing the school's provision in PSHE.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Liaising with other staff and professional agencies to develop a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Monitoring and evaluating the effectiveness of the subject.
- Liaising with parents and carers.
- Keeping subject information up to date, including on the school website.
- Overseeing external visitors and resources used in PSHE.

**2.4. The SENDCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of teaching assistants in order to meet pupils' individual needs.

**3. Aims and structure of the PSHE curriculum**

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Relationship and Sex education (RSE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the Relationships, Sex and Health Education Policy.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

#### **4. Curriculum organisation**

The school has chosen to use the Kapow Primary scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

PSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

PSHE will address both pupils' current experiences and preparation for their future. The programme of study will provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and services
- Small group work
- Cross-curricular links
- Assemblies & Worship
- Enrichment days or weeks

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.

- Pupils with EAL.
- Pupils with SEND or other needs.

The relationships, sex and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Relationships, Sex and Health Education Policy.

We consult with parents, pupils and staff in the following ways:

- Newsletters and letters
- Questionnaires and surveys
- Staff meetings
- Pupil Voice and feedback

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher.
- Emailing [office@madresfield.dowmat.education](mailto:office@madresfield.dowmat.education) FAO the Headteacher.

## 5. Programme of study

The programme of study sets out learning opportunities for key stages 1 to 2, based on five core themes:

1. Families and Relationships
2. Health and wellbeing
3. Safety and the changing body
4. Citizenship
5. Economic Wellbeing

The programme of study sets out learning opportunities for each key stage.

EYFS:

- Self Regulation - My Feelings
- Building Relationships - Special Relationships
- Managing Self - Taking on challenges
- Self Regulation - Listening and following instructions
- Building relationships - My family and friends
- Managing Self - My wellbeing

KS1 and 2: Cycle A: [https://www.kapowprimary.com/featured\\_documents/rse-pshe-curriculum-guide-for-parents-and-carers-mixed-age-cycle-a/](https://www.kapowprimary.com/featured_documents/rse-pshe-curriculum-guide-for-parents-and-carers-mixed-age-cycle-a/)

## **6. Working with external experts**

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **7. Equality and accessibility**

1. Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:
  - Age
  - Marriage and Civil partnership.
  - Disability.
  - Race.
  - Religion and belief.
  - Sexual orientation.
  - Sex.
  - Pregnancy and maternity.
  - Gender reassignment.
2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about PSHE, and the programme will be designed to be inclusive of all pupils.

4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
5. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

## **8. Withdrawing from the subjects**

Relationships and Health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the Sex Education curriculum. The Kapow Primary Lessons considered to be Sex Education are:

*Year 6: Safety and the changing body, Lesson 5: Conception*

*Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

Any parent wishing to withdraw their pupil from all or part of the Sex Education curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher.
- Emailing [office@madresfield.dowmat.education](mailto:office@madresfield.dowmat.education) FAO the Headteacher.

The Headteacher will discuss any request to withdraw with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

## **9. Confidentiality**

Confidentiality within the classroom is an important component of PSHE (including RSE), and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or because of the content taught through the curriculum, will be reported to the Designated Safeguarding Lead (DSL) and handled in accordance with the Safeguarding Policy.

#### **10. Monitoring quality**

The PSHE subject leader is responsible for monitoring and reporting on the quality of teaching and learning for the subjects. They will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny