



# PSHE policy

Stoke Prior First School

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### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

to equip our children with the skills and values to lead productive lives in modern day Britain by promoting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This policy has been informed by our school's ethos, aims and objectives and these underpin our PSHE provision. The aims, vision and values of our school are reviewed through pupil, parental, staff and governor feedback throughout the school year.

Collective Responsibility, Respect, Teamwork, Reflection

### 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- 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. Content and delivery

#### 3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

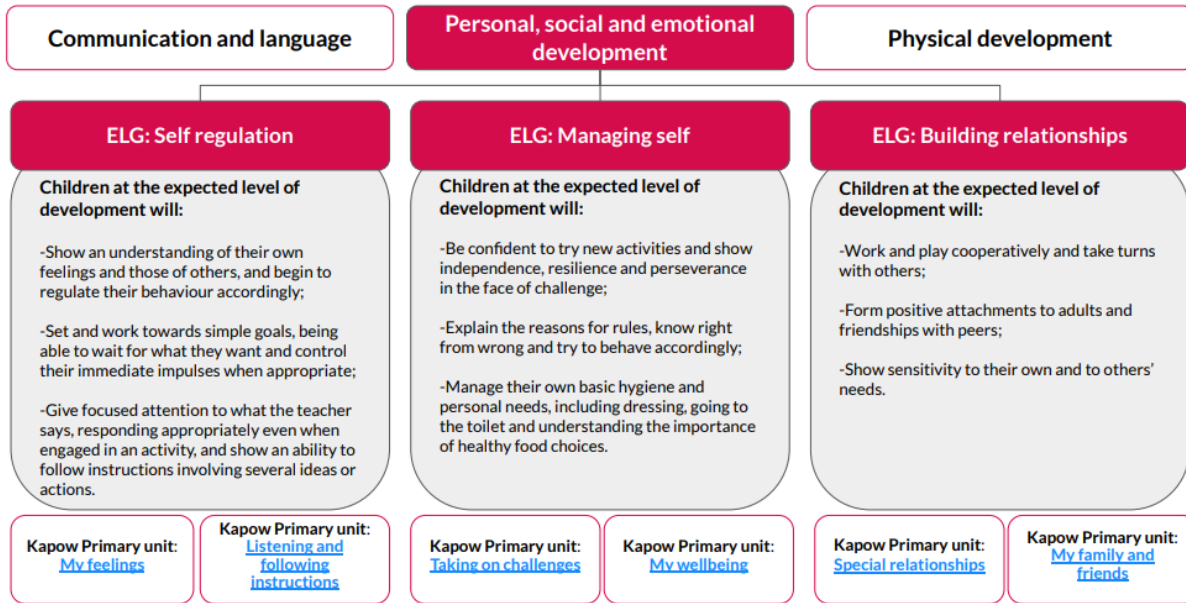
Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our website: [Stoke Prior First School - Policies](#)

For other aspects of PSHE, including health education, see below for more details about what we teach in each year/Key Stage.

# RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#). The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: <a href="#">1.1 Identifying my feelings</a> <a href="#">1.3 Coping strategies</a> <a href="#">1.4 Emotional adjectives</a> <a href="#">1.5 Facial expressions</a>	Special relationships: <a href="#">1.2 Special people</a> <a href="#">1.3 Sharing</a> <a href="#">1.4 I am unique</a> <a href="#">1.6 Similarities and differences</a>	My family and friends: <a href="#">1.1 Festivals</a> <a href="#">1.2 Sharing</a> <a href="#">1.3 What makes a good friend</a> <a href="#">1.4 Being a good friend</a>	Taking on challenges: <a href="#">1.1 Why do we have rules?</a> <a href="#">1.2 Building towers</a> <a href="#">1.5 Team races</a>	My wellbeing: <a href="#">1.1 What is exercise?</a> <a href="#">1.4 Being a safe pedestrian</a> <a href="#">1.5 Eating healthily</a>	
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	<a href="#">Setting ground rules for RSE and PSHE lessons</a>	<a href="#">1.1 What is family?</a> <a href="#">1.2 What are friendships?</a> <a href="#">1.5 Friendship problems</a> <a href="#">1.6 Healthy friendships</a> <a href="#">1.7 Gender stereotypes</a>	<a href="#">1.1 Understanding my emotions</a> <a href="#">1.3 Ready for bed</a> <a href="#">1.5 Handwashing &amp; personal hygiene</a> <a href="#">1.6 Sun safety</a> <a href="#">1.7 Allergies</a>	<a href="#">1.1 Adults in school</a> <a href="#">1.2 Adults outside school</a> <a href="#">1.4 Making an emergency phone call</a> <a href="#">1.5 Appropriate contact</a> <a href="#">1.6 Safety with substances</a>	<a href="#">1.1 Rules</a> <a href="#">1.4 Similar, yet different</a>	<a href="#">1.1 What is money?</a> <a href="#">1.4 Saving and spending</a>
Year 2	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">1.2 Families are all different</a> <a href="#">1.4 Unhappy friendships</a> <a href="#">1.5 Introduction to manners and courtesy</a> <a href="#">1.6 Change and loss</a> <a href="#">1.7 Gender stereotypes: Careers and jobs</a>	<a href="#">1.1 Experiencing different emotions</a> <a href="#">1.5 Developing a growth mindset</a> <a href="#">1.6 Healthy diet</a> <a href="#">1.7 Looking after our teeth</a>	<a href="#">1.2 Communicating online</a> <a href="#">1.3 Secrets and surprises</a> <a href="#">1.4 Appropriate contact: My private parts</a> <a href="#">1.5 Appropriate contact: My private parts are private</a> <a href="#">1.8 Staying safe with medicine</a>	<a href="#">1.1 Rules beyond school</a> <a href="#">1.5 Similar yet different- my local community</a> <a href="#">1.7 Giving my opinion</a>	<a href="#">1.2 Exploring needs</a> <a href="#">1.3 Exploring wants</a>
Year 3	<a href="#">Setting ground rules and signposting</a>	<a href="#">1.1 Healthy families</a> <a href="#">1.2 Friendship conflicts</a> <a href="#">1.3 Friendship: conflict vs bullying</a> <a href="#">1.5 Learning who to trust</a> <a href="#">1.6 Respecting differences in others</a> <a href="#">1.7 Stereotyping gender</a>	<a href="#">1.1 My healthy diary</a> <a href="#">1.3 Wonderful me</a> <a href="#">1.5 Resilience: breaking down barriers</a> <a href="#">1.7 Diet and dental health</a>	<a href="#">1.1 First Aid: emergencies and calling for help</a> <a href="#">1.4 Cyberbullying</a> <a href="#">1.7 Influences</a> <a href="#">1.8 Keeping safe out and about</a>	<a href="#">1.1 Rights of the child</a> <a href="#">1.5 Charity</a> <a href="#">1.6 Local democracy</a>	<a href="#">1.2 Budgeting</a> <a href="#">1.5 Career quest</a>

<b>Year 4</b>	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Respect and manners</a> <a href="#">L2 Healthy friendship</a> <a href="#">L4 Bullying</a> <a href="#">L6 Stereotypes: Disability</a> <a href="#">L8 Change and loss</a>	<a href="#">L1 Looking after our teeth</a> <a href="#">L3 Celebrating mistakes</a> <a href="#">L5 My happiness</a> <a href="#">L6 Emotions</a> <a href="#">L7 Mental health</a>	<a href="#">L1 Internet safety: Age restrictions</a> <a href="#">L2 Share aware</a> <a href="#">L4 Privacy and security</a> <a href="#">L7 Introducing puberty</a> <a href="#">L8 Tobacco</a>	<a href="#">L1 What are human rights?</a> <a href="#">L5 Diverse communities</a>	<a href="#">L1 Value for money</a> <a href="#">L3 Looking after money</a>
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### 3.2 How we teach it

Teaching and learning will include a wide range of methods and activities taught through a whole school approach including:

- PSHE designated lessons take place weekly in EYFS and fortnightly in Key Stage One and Two, as full afternoon sessions.
- Discrete curriculum time, e.g. circle time also takes place when needed
- Teaching P.S.H.E. through and in other subject curriculum areas
- Through P.S.H.E activities and school events and visits by external agencies.
- Whole school and class assemblies

#### Within other Curriculum Areas

English	Skills in enquiry, communication, stories that illustrate aspects of personal development.
Maths	Aspects of financial capability, counting and sharing.
Science	Drugs including medicines, health and safety and the environment. Life processes and living things.
Design Technology	Health and safety, healthy eating, realising that people have needs as they generate design ideas.
Computing	Communicating with others, e-mail and internet. Staying safe on the internet.
History	Reasons for and results of historical events, situation changes, different societies, people, events, experiences of the past.
Geography	Topical issues concerning the environment, development of land use, study of locality, comparison of different parts of the world, including less economically developed countries.
Art and Design	Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
Music	Making the most of abilities in playing, singing and composing.
P.E.	Teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
R.E.	Religions and moral beliefs, British Values and practices that influence personal and social issues and relationships.

#### School Events

Residential experiences, visits and special days/weeks in school give children the opportunity to work and plan together and to build up relationships. New qualities may be discovered by volunteering, participating and reflecting on new experiences. Children should be able to make more confident and informed choices about their health and environment. They should be able to take more responsibility, individually and as group, for their own living.

Such school events include residential outward bound courses, school nurse drop-in clinic, dental health visits, day trips, swimming, extra-curricular events involving visitors from outside and transition events with other local middle schools. Other such events include the School Council, social groups, Playleaders, Circle Time, assemblies, lunch time reward system and could take place both within the classroom and during lunch times.

We will ensure learning starts from where the children are by enabling children to share their prior knowledge at the beginning of a topic. We will ensure that sessions encourage children to understand the true consequences of choices made and that they are reassured that the majority of young people make positive, healthy lifestyle choices. We will help children to make connections between the learning they receive and their current and future 'real life' experiences, developing the skills of critical reflection.

### **Special Educational Needs and Disabilities (SEND)**

We recognise the right for all pupils to have access to PSHE education which meets their needs. Therefore, pupils with SEND will not be withdrawn and will receive access to the same programme as other pupils through an adapted approach, as necessary. In some cases, the content of delivery will have to be adapted and careful consideration will be given to the level of adaptation needed including 1:1 adult support if required.

### **Involving Parents and Carers**

At Stoke Prior we are committed to working with parents and carers to ensure each child's needs are met. Parents and carers involvement is a central part of the whole school ethos therefore we will ensure they are engaged through:

- Making our policy and curriculum available on the school website
- Inviting feedback on our policy and curriculum and any proposed changes
- Keeping parents and carers informed about their child through discussions, parents' evenings and annual reports
- Making time available with the class teacher, or headteacher if necessary to address any concerns parents or carers may have
- Inviting parents to workshops such as internet safety
- Promoting and encouraging interest in activities such as fund raising events

## **4. Roles and responsibilities**

### **4.1 The governing board**

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

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

### **4.4 Pupils**

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

## 5. Monitoring arrangements

The delivery of PSHE is monitored by Alison Paisley, Headteacher through the use of our school's monitoring policy.

This policy will be reviewed by Alison Paisley, annually. At every review, the policy will be approved by the governing board.

## 6. Links with other policies

This policy links to the following policies and procedures:

- Anti-bullying
- Behaviour
- Drugs and Substance Abuse
- Medication in school
- Health and Safety
- Internet-safety (e-safety)
- Relationships Education
- Safeguarding
- Science

PERSON(S) RESPONSIBLE:	A.Paisley
DATE POLICY AGREED:	June 2025
TO BE REVIEWED BY:	June 2028
DISTRIBUTION:	Staff / Governors / Website (delete as required)