



Personal, Social, Health and Economic Education (PSHE)

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Signed by:

Sandra Johnson

Subject Leader

Date: 13th March 2026

Charlotte Hopkins

Headteacher

Date: 13/03/26

Trevor Davies

Chair of governors

Date: 13/03/26

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Statement of intent

This policy covers our approach to Personal, Social, Health and Economic education (PSHE) and Citizenship education. It aims to set out the purpose of PSHE and Citizenship education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

At Quinton Primary School we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Twinkl Life's PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 and 2026 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

1. Legal framework

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

- Education Act 1996
- Education Act 2002

- Children and Social Work Act 2017
- DfE 'National curriculum in England: framework for key stages 1 to 4'
- DfE 'Guidance for Personal, Social, Health and Economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education 2023' (KCSIE)

We believe PSHE and Citizenship education is integral to many aspects of school life and this policy should operate in conjunction with the following school policies:

- Quinton Primary School's Relationships, Sex and Health Education
- Child Protection and Safeguarding
- Equality and Diversity
- Confidentiality
- Behaviour and Attendance
- Anti-Bullying
- Complaints Procedures

2. Roles and responsibilities

The governing board 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.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.

- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Reviewing the PSHE Policy annually.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

All teachers will be responsible for:

- Delivering a high-quality and age-appropriate PSHE curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development.

- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

3. Aims and structure of the PSHE curriculum

PSHE and Citizenship education in our school explores the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also encourages children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

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. The EYFS work to the standards in the PSED area of their curriculum, details of which can be found in the curriculum policy.

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
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips

Special consideration will be given when teaching particularly sensitive content; staff will be fully aware of the children in each class and how they might relate to the lesson content, providing extra support to enable participation.

In our school, PSHE and Citizenship education is delivered in a way which is accessible to and inclusive of all pupils. These lessons will involve a variety of teaching methods and interactive activities to encourage pupil engagement. We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly. Pupils' opinions and questions, unless inappropriate, are responded to respectfully by teachers.

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.

4. Programme of Study and Curriculum Organisation

We use the Twinkl Life PSHE and Citizenship education scheme of work throughout school years 1 to 6. This scheme of work and all of its resources have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

All aims are taught through the three core areas of PSHE and Citizenship education, which are:

- Health and Wellbeing - lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.
- Relationships - lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.
- Living in the Wider World. - lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended every 2 years. Themes included in each core area are as follows:

- Health and Wellbeing – Think Positive, Safety First, Growing Up and It’s My Body
- Relationships – TEAM, VIP’s, Be Yourself and Digital Wellbeing
- Living in the Wider World – Aiming High, Diverse Britain, Money Matters and One World.

Please refer to the ‘Whole-School Curriculum Overviews’ documents for a more detailed look into what each theme includes.

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.

Working with parents, carers and the wider community

We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHE and Citizenship education

We greatly value our parents and carers; we believe that their understanding of PSHE and Citizenship and what their children will be learning is vital in gaining optimum outcomes.

Knowledge Organisers, Planning Overviews and Parent/Carer information sheets for each theme and each year group, are available to view on the school website. When teaching our Sex Education theme of ‘Growing Up’ a letter is sent out to parents in the half term before, detailing the planning overview of all 6 lessons and any lessons in which parents can withdraw their child. Parents are invited to speak with the subject lead or head teacher with any concerns, or they may attend an open afternoon where the subject leader is present to answer any questions parents may have and show examples of lesson presentations and written activities. Parents and carers are invited to view this policy and our curriculum at any point.

Arrangements for consulting with pupils

To consult with pupils, we will involve them in regular self-reflection and discussion about their learning and enable them to raise additional learning they feel is needed; we will also consider what has been learned and how it can be implemented successfully in school.

5. Assessment

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum has been developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities are suitably challenged. Teaching is consistently assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding is assessed through formative assessment methods such as written assignments, discussion groups and quizzes and reflective journals, in order to monitor progress.

6. Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made verbally or in writing to the headteacher or subject leader.

Before granting a withdrawal request, the headteacher and subject lead will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher and subject lead will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented on CPOM's.

Following discussions with parents, the school will respect the parents' request to withdraw their child and provide separate PSHE learning outside of the classroom with another adult.

For requests concerning the withdrawal of a pupil with SEND, the headteacher and subject lead will take the pupils' specific needs into account when making their decision.

7. Equality and Accessibility

The school comply with the relevant requirements of the Equality Act 2010 and ensures the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school considers the backgrounds, gender, age range and needs of its pupils and determines whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The Twinkl Life PSHE curriculum is inclusive of all pupils. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school ensures the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

8. Safeguarding

The school recognises the role it plays in preventative education and ensures that pupils are taught about how to keep themselves and others safe, including online.

The school has implemented a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching is tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

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

Due to the nature of the matters discussed in PSHE, there is 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, and follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils are also 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 are involved in the development of safeguarding-related elements of the PSHE curriculum.

9. Monitoring and review

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is March 2027.