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

Approved by the Governing Board July 2026

Definitions, Aims and Rationale

This policy covers our school's approach to teaching Personal, Social, Emotional and Economic Education (PSHE). Our PSHE education includes the teaching of Relationships, Health and Sex Education, in addition to Wellbeing and living in the wider world.

PSHE teaches children the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. It helps prepare children for the opportunities and responsibilities of adult life and can promote their moral, social, mental and physical development. Its role in our school is to prepare children to be safe, healthy and happy for adult life in modern Britain, with our school's core principles of respect, resilience and inclusion at the heart of what we teach. We also incorporate our character education values: perseverance, responsibility, co-operation, honesty, caring, empathy, fairness, courage and loyalty. Our provision reflects our core principles and values and supports the further embedding of these.

The DfE's statutory requirements mean schools must teach Relationships and Health Education at primary schools, and they advise that Sex education is also taught at this stage of education. Our PSHE education encompasses all the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory elements for primary schools as set out by the Department for Education. ***Given the statutory nature of the requirements, parents/carers do not have the right to withdraw their children from Relationships and Health Education lessons.***

Parents do, however, have the right to withdraw their child from any Sex Education content taught in primary school which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance.

We view the delivery of quality PSHE Education as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all pupils, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. In line with our commitment to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010, our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum rather than taught as discrete lessons.

If any taught content leads to the disclosure of a child protection issue, staff have been trained how to respond and will consult with the Designated Safeguarding Lead. If a child expresses views about gender identity on a personal level, their teacher will have a discussion with them and/or their parents, and a record of this will be taken.

Roles and Responsibilities

PSHE education is led by a chosen subject lead and supported by the Senior Leadership Team and Governing Board. It is taught by class teachers and cover teachers across the school.

On occasion, external visitors will be used in PSHE education as they bring their expertise and experience that enriches pupils' learning. When using external visitors a school staff member remains with them during their delivery and school policy is followed prior to their session. They will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect our school approach.

Engaging with Parents and other Stakeholders

PSHE is strongest when there is communication and collaboration between school and home. Parents and carers are informed of this policy, and it is made available to them on the school website. We communicate with parents and carers about what is being taught in PSHE through the termly or half-termly Outlines of Work. The PSHE curriculum is published on the school website and parents can request to see any resources that they would like to. If this arises, and it is possible parents will be given a Parent/Carer copy of the lessons that they have requested. If a parent has questions about the PSHE provision, in the first instance, these are addressed to the class teacher, however further questions can be directed to both the PSHE subject lead and Headteacher.

Governors contribute to the PSHE policy. Parent Governors are key contributors given their direct access to meetings and information sharing documentation.

Pupil voice is used to review and tailor our PSHE curriculum to match the different needs of pupils. Their opinion on lessons and the curriculum is obtained, and what they feel to be important areas of the PSHE curriculum is given priority. Local data is also used to give a picture of the school population and is used to prioritise areas of the curriculum.

Sex Education

We have chosen to teach Sex Education in Year 6. At Chilcote, we believe that Sex Education is an important part of the children's development because it provides them with important knowledge and understanding that is required as they move onto the next phase of their education.

Sex Education teaches children the appropriate knowledge and understanding of the human reproduction system. This includes how babies are conceived and born and how they need to be cared for and that there are ways to prevent a baby being made.

Parents have the right to withdraw their child from Sex education lessons in Year 6. Parents cannot withdraw their child from any other PSHE lessons, including Relationships and Health education, that is taught across all year groups. Although the request to be withdrawn from Sex education lessons would be granted, we believe there are many benefits to Sex Education and detrimental effects to withdrawal. These include both social and emotional effects of exclusion, as well as the potential of misinformation being shared by their peers compared with well-informed, direct teaching by the teacher in a safe and secure environment.

Process for withdrawal from Sex Education:

If a parent does wish to withdraw their child from sex education, the policy of withdrawal is as follows:

1. Parents make a request in writing to the Headteacher. This must take place either before or once the announcement of the commencement of sex education is to take place.
2. Once received, the Headteacher will arrange a meeting to discuss the request.
3. At the end of the meeting, if the parent still wishes to withdraw their child, the request will be granted.
4. Classteachers will be informed and during Sex education lessons, other Relationships and Health Education work will be provided for the child to complete in a different classroom

Curriculum Design

We have embedded the Department for Education's guiding principles for RSHE into our PSHE education. We follow the PSHE Association Curriculum Model scheme of work from Year 1 to 6. PSHE has a dedicated lesson every week, taught by either the class teacher or a cover teacher.

It is part of a spiral curriculum, with each year group being taught topics in an age-appropriate way that builds on previous learning, develops their current understanding and challenges them to stretch their thinking further.

To ensure that PSHE lessons are a safe learning environment for all children, ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used.

Pupils will be taught that parents are a vital source of support and learning in the topic of Relationships Education. In all PSHE lesson, where relevant, staff ensure that the perspectives of different faiths are heard and respected.

Pupils will have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons. Pupils will be required to put their initials on any question in the box as a safeguarding measure and will be told that no information can be guaranteed to be kept confidential for this reason. If any taught content leads to the disclosure of a child protection issue, staff have been trained how to respond and will consult with the Designated Safeguarding Lead. If a child expresses views about gender identity on a personal level, their teacher will have a discussion with them and/or their parents, and a record of this will be taken.

If pupils raise questions which are outside of the typical content for their age and stage of development, teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the pupil involved or whether the topic is deemed to be outside of the appropriate content for that student's age and development. In such instances, the question will not be answered and the pupil will receive feedback as to why.

Staff will receive ongoing, relevant training, to ensure that their professional knowledge is up-to-date.

Resources will be differentiated for pupils with SEND/additional needs as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision in school. We believe the pupils with SEND/additional needs have an entitlement to age and stage appropriate Relationships Education and so will not be routinely removed from lessons for individual support away from their peers, but will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within Relationships Education, staff will work with pupils in advance to prepare them for the topic area and give the student ownership of how much, if any, of the lesson content they wish to access with their peers.

In addition to dedicated lesson times, assemblies may make reference to themes in PSHE Education. This is in line with established good practice in PSHE of using a spiral curriculum and developing on themes previously encountered. PSHE is also heavily linked with other subjects across the curriculum, including Science, Computing, PE, RE and Design Technology. Elements of the curriculum will be reinforced through these subjects.

Curriculum Content Overview

Please refer to separate document on the website - ***Chilcote Primary School PSHE Curriculum -*** for the full overview of the Curriculum across the school.

All resources used are accredited by the PSHE Association, and include but are not limited to: The PSHE Association, PSHE Association Foundations for Wellbeing, NHS Every Mind Matters, CEOP Education, BBFC (British Board of Film Classification), Medway, NSPCC, The Careers and Enterprise Company, National Cyber Security Centre, Environment Agency, St John's Ambulance, Guardian Foundation Newswise, Centre for Climate Change and Sustainability Education, National Crime Agency, Melanoma Fund: Sunguarding Schools, National Schools Partnerships, Home Office, and Twinkl.

Assessing learning

We use ipsative assessment, as our model of assessment. This means that pupils can judge for themselves whether they feel more confident, or have a firmer sense of their own beliefs and opinions. For this, when appropriate to the topic, pupils will undertake a baseline activity which will demonstrate their existing knowledge, understanding, attributes, skills, strategies, beliefs or attitude. Pupils will be given the opportunity to demonstrate their progress at the end of a topic/series of lessons by completing or adding to their baseline activity. Self-assessment to ascertain confidence in the subject can also be completed.

The subject will be monitored by the PSHE subject lead. This includes monitoring of planning, lesson observations, tracking of pupil progress and pupil voice. Outcomes feed into further evaluation of the subject, including the policy and resources used.

Monitoring

At Chilcote we have high expectations of our pupils and expect their standard of work to be as high in this subject as any other curriculum subject. The school's Teaching and Learning policy should be followed when teaching PSHE.

Lessons should be planned to build upon pupils' previous learning, and teachers should ensure that all pupils, of differing abilities, are appropriately challenged.

There are no formal assessments of this subject, however teachers should be able to demonstrate and talk about their pupils' progress.

Review Procedure

As part of effective PSHE provision, the PSHE policy should be reviewed at least every 18-24 months to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current Department for Education advice and guidance.