



Nether Stowey CE VC Primary School

Personal, Social, Health and Economic (PSHE) Education Policy 2024

Approved on behalf on the Governing Body:

.....
(Chair of Governors)

Approved on behalf on the School:

.....
(Head Teacher)

Our vision



Nether Stowey Church of England Primary School

inspires a love of learning in all of us with

Christian values at our heart.

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

Introduction

It is recognised at Nether Stowey CE Primary School that Personal, Social, Health and Economic (PSHE) Education is fundamental to the individual development and potential in all our children. Our school vision encompasses the teaching and development of a holistic child. PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. This includes teaching and learning about spiritual, moral, social and cultural (SMSC) development, alongside British Values. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive, healthy relationships and respect for others;
- To develop a resilient Growth Mind-set;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle, both physically and mentally;
- To develop online and offline safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;
- To form good relationships with other members of the school and the wider community;
- To understand the role of the family in their own development.

Policies that should be read alongside this one

- Online Safety Policy 2024
- Safeguarding and Child Protection Policy 2024-25
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education 2019
- Religious Education Policy 2023-25
- Behaviour Policy 2023-24
- Equality and Diversity Policy 2023-25
- RSHE Policy 2024

Who delivers the PSHE including RSHE

As with all other subjects at Nether Stowey CE Primary School, teachers are responsible for the delivery of PSHE. It is delivered through carefully planned programmes of study within the PSHE Association Schemes of Work.

External agencies and organisations can enhance the delivery of PSHE, bringing in specialist knowledge and different ways of engaging with pupils. The teachers will only invite external agencies and organisations in should they believe it will add to the programmes of study. Details of delivery and age appropriate content will be checked by the class teacher prior to delivery. Lesson plans from external agencies and organisations must be seen to ensure it is inclusive for all groups. An example of some external agencies may include: emergency services, school nurse, health visitors or the SCARF workshops.

Inclusive Practice

PSHE Education must be accessible for all pupils. We ensure that PSHE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND). High quality teaching is differentiated and personalised and is the starting point to ensure accessibility for all pupils. Some pupils are vulnerable to exploitation, bullying and other issues due to the nature of the SEND. PSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health (SEMH) needs or learning disabilities.

At Nether Stowey CE Primary School we ensure the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Teaching is sensitive and age appropriate in approach and content. When appropriate to teach children about LGBTQ+, the content is fully integrated into the programme of study for this area of the curriculum and not stand alone.

Requirements of schools in law

- Equality Act 2010
- Education Act 2002
- Keeping Children Safe in Education 2024
- SEND Code of Practice: 0-25 years
- Social Work Act 2017

Learning Outcomes/Subject Content

At Nether Stowey CE Primary School we teach children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, friendship is, what family means and who the people are who can support them. From the Early Years onwards, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. We establish understanding of personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate or unsafe physical and other contact.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

PSHE can be taught and explored at school in the form of (not exhaustive):

- Circle time
- Classroom discussion
- External visitors
- Collective worship
- Assemblies
- Discreet lessons

At Nether Stowey CE Primary School we consider pupils' starting points. Pupils bring differing levels of knowledge and understanding to any issue explored in PSHE education. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. We endeavour to help pupils make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of the assessment for learning in the PSHE education. We make links to other areas of the curriculum where possible by teaching PSHE education in other subjects; for example when teaching online safety.

Our vision statement is the backbone to the learning and provides learners with an understanding of why we do what we do. The School Council is an example of how pupil voice is heard, giving opportunities to vote and choose a charity each year.

Safeguarding and Confidentiality

- At the heart of these subjects there is a focus on keeping children safe and as a school we recognise the important role we facilitate in preventative education. In line with the statutory, Keeping Children Safe in Education 2024 document, all children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Any concerns raised will be reported and discussed with the Designated Safeguarding Leads (Chloe Holt, Terry Luke, and Jordan Meaker) in accordance to the procedures outlined in the school's Safeguarding and Child Protection Policy 2024-25.

How PSHE is monitored and evaluated

Monitoring of the PSHE policy is completed annually by all staff who actively deliver the curriculum. In addition to this the PSHE Co-ordinator, Senior Leadership Team and Governing

Body all ensure the policy supports; all pupils make progress in achieving the expected educational outcomes; the subjects are well led, effectively managed and well planned; the quality of provision is subject to regular and effective self-evaluation; teaching is delivered in ways that are accessible to all pupils with SEND; clear information.

Parents are the first teachers of their children; therefore their role in the development of their children's understanding about relationships is vital. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Written pieces of learning, photographs, drawings or self-evaluations are all examples (not exhaustive) of how progress can be captured and used to assess the effectiveness of the learning outcomes.

Rights to be excused/withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. However, parents are unable to withdraw their child from statutory [National Curriculum Science](#) orders. Statutory coverage includes; naming external body parts in Key Stage 1. In Key Stage 2, children will learn how people change over time, including puberty. In addition to this they will be taught how animals including humans reproduce, where sperm meets egg. Conception is the only aspect which is not included in the statutory requirements of the National Curriculum Science orders.

Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept to ensure the school documents the decision and reason.

Review date

As part of effective PSHE provision, this policy will be reviewed in September 2026.