



Personal, Social, Health & Economic Education Policy

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE Association

Aims and objectives:

Personal, social, health and economic education (PSHE) enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. Through the promotion of British Values (tolerance, mutual respect, rule of law, individual liberty and democracy) we help develop the pupils' sense of self-worth; teach them how society is organised and governed; ensure that they experience the process of democracy; teach them about rights and responsibilities and they will have the opportunity to learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, health and economic education are to enable the pupils to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community;
- have an understanding of financial responsibility;
- be aware of the varied career options available to them.

What is PSHE education?

PSHE (Personal, Social, Health and Economic) education is a planned, developmental programme of learning designed to help pupils develop the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education deals with real life issues which affect children and young people, their

families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes. The benefits of PSHE education are universal, supporting all pupils, from the highest achievers as well as the vulnerable and excluded, to achieve their fullest potential.

It includes three areas of essential skills and attributes:

- Intrapersonal and personal effectiveness
- Interpersonal and social effectiveness
- Managing risk and decision-making

These skills and attributes are taught through seven core themes in KS2:

1. Physical Health and Wellbeing
2. Mental Health and Emotional Wellbeing
3. Keeping Safe and Managing Risk
4. Relationships and Sex Education
5. Identity, Society and Equality
6. Drugs, Alcohol and Tobacco Education
7. Careers, financial capability and economic wellbeing

How PSHE education is provided:

It is taught through an age-appropriate programme managed by the PSHE subject leader. PSHE is delivered in specific sessions and also through other curriculum areas such as Science, English, SRE, RE and Computing. It is also taught through:

- Assemblies
- Worship / values curriculum
- Pastoral support for pupils who experience difficulties
- Targeted intervention such as Thrive
- The provision of appropriate information through leaflets and books
- Delivery in response to incidents
- Current issues/affairs.
- Focus days and experiences

Teaching Methods:

A variety of teaching and learning strategies are used to deliver PSHE which consider pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- circle time activities
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and use first-hand learning to achieve positive ends
- Philosophy for Children

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. The KASE curriculum is embedded throughout the delivery of the PSHE programme.

Active learning methods, which involve pupil's full participation, will be used. In most cases, teachers will attempt to answer pupil's questions and concerns in a sensitive, age and developmentally appropriate manner. Individual teachers will use their skill and discretion in these situations and, if necessary, refer to the PSHE education subject leader for advice and support.

Safe Learning Environment

PSHE education is conducted in a safe learning environment, through the use of ground rules and distancing techniques, so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example, nobody (teacher or pupil) should be expected to answer a personal question and no one will be forced to take part in a discussion.

Teachers will also follow this guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting;
- If a pupil's question is inappropriate to address with the whole class, the teacher will acknowledge the question and attend to it later on an individual basis;
- If a question is too personal, the teacher will remind the pupils of the ground rules;
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages positive participation;
- Pupils may have opportunities to write down questions anonymously. The teacher should have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

Confidentiality and handling disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. If a safeguarding issue is raised or a disclosure made either during or after a PSHE lesson, staff will follow the school safeguarding protocols as set out in the Safeguarding and Child Protection policy. Teachers cannot offer complete confidentiality; it is important for everyone's safety that staff, visitors and pupils are clear about this.

Visitors & Resources

A visitor such as a school community nurse, may at times, supplement the PSHE education curriculum as a planned event with the teacher present. Teaching resources are selected on the basis of their appropriateness for pupils. Resources will be subject to the 'consult, agree, review and availability' model of development. Visitors will be made aware of and follow the school safeguarding protocols.

Equal Opportunities

The school's programme of study for PSHE education is designed to ensure that all pupils have full and equal access which comply with statutory guidance. Pupils may have varying needs regarding PSHE education depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHE education that is relevant to their particular needs. To achieve this, the school's approach to PSHE education will take account of:

- the needs of all pupils
- varying home backgrounds
- sexuality
- special educational needs (SEND).

Please see the Relationship and Sex Education (RSE) policy for more detailed guidance on these areas. The school also recognises the need for extra, targeted work with vulnerable pupils.

Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes and experiences to bring to PSHE education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with safeguarding policy and procedures.

Assessment

Pupil's existing knowledge needs to be the starting point for all PSHE education work. Needs assessment is built into some lesson planning as each group may have different knowledge, experience and understanding. PSHE education offers many opportunities for pupils to get involved in their own learning and progression. All assessment, whether focusing on a particular aspect of learning or creating a view of pupils' overall progress, could:

- be planned from the beginning as part of teaching and learning;
- be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences;
- measure what we value about PSHE education (for example, showing the ability to make informed choices), not just those aspects that are easy to measure (for example, knowledge of facts);
- not judge the worth, personality or value of an individual pupil or their family;
- support the way PSHE education is delivered in the school;

- involve pupils in improving their own learning;
- lead to an improvement in standards and achievement.

Assessment in PSHE education should be active and participatory, helping pupils to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Opportunities need to be created for individuals and groups to be acknowledged, recognised, noticed and praised. Pupils should learn how to reflect on their experiences, ask questions, make judgements and, where appropriate, set personal targets. School staff and pupils should be involved in monitoring and assessing learning. An assessment process that supports PSHE education should be continuous and formative and ensure teachers share the learning journey with their pupils. The elements of PSHE education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of PSHE education is assessed as part of the PSHE education provision and builds on existing systems in line with the individual school's assessment policy.

Personnel and Training

There is a PSHE education subject leader of sufficient status & training within each school. The leader understands the sensitive and controversial nature of PSHE education and therefore ensures the staff who deliver PSHE education receive regular training and updates.

Monitoring and evaluation

The programme is regularly evaluated by the PSHE education subject leader and the Trust PSHE Co-design group. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Policy Development & Review

This policy is to be implemented along with related policies **and documents**:

Safeguarding and Child Protection

Relationships & Sex Education

Equal Opportunities

Online Safety

Valuing All God's Children

The appendices which follow detail the provision made in individual schools to meet local context needs.

This policy document was produced by the CRST PSHE Co-design group with input from the entire school community and is freely available to them. It will be reviewed on a 2-yearly basis.

Review date: February 2026



At St Stephen's CofE First School PSHE is an integral part of our curriculum. PSHE education sits in line with our Church ethos to develop and support pupils understanding of their self and how they interact with others in society. PSHE supports our Church school values: peace, love, hope, compassion and forgiveness and our insistence that at St Stephen's we respect one another and our planet.

We use Islington PSHE / RSE scheme of work as a basis for delivering these lessons. We also use Thrive whole class and Mindfulness strategies. The children access the PANTS resource which can be found on the NSPCC site. It is adapted to be age appropriate and suitable for the needs of our pupils and is progressive and sequential developing key concepts and ideas. Pupils may discuss concepts taught in PSHE / RSE during philosophy for Education sessions or as part of their wider curriculum.

PSHE Education will be delivered by your child's class teacher.

EYFS – PSHE / RSE

| | | |
|--|---|---|
| <p>Physical health and wellbeing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about basic sun-safety • about healthy food choices • about the importance of basic hygiene routines (eg. handwashing / dental hygiene) <p>KASE: Empathetic, Reflective</p> | <p>Identity, society and equality</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about asking others for help • about what makes themselves special <p>KASE: Empathetic, Self-aware</p> | <p>Mental health and emotional wellbeing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings <p>KASE: Empathetic, Self-aware, Reflective</p> |
| <p>Keeping safe and managing risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about trying new activities • about asking others for help <p>KASE: Reflective, Communicative</p> | <p>Careers, financial capability and economic wellbeing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the different jobs people do • the concept of earning money and spending money | |

| | |
|---|--|
| | <p>KASE: Autonomous, Purposeful, Responsible</p> <p>Respectful Relationships</p> |
| <p>Emotion Words:</p> <p>Happy, excited, sad, upset, kind, unkind, angry, calm, worried, fair, unfair, proud</p> | <p>Suggested stories:</p> <p>Have you filled a bucket today? Carol McCloud</p> <p>Rainbow Fish – Marcus Pfister</p> <p>Elmer - David McKee</p> <p>Giraffes Can't Dance – Giles Andree / Guy Parker-Rees</p> <p>The Lion Inside – Rachel Bright</p> <p>Respectful Relationships:</p> <p>Super Daisy – Kes Gray</p> <p>Red Rockets and Rainbow Jelly – Sue Heap</p> |

Year 1 – PSHE / RSE

| | | |
|--|--|--|
| <p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• about food that is associated with special times, in different cultures• about active playground games from around the world• about sun-safety <p>KASE: Empathetic, Reflective</p> <p>Thrive</p> | <p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• about what makes themselves and others special• about roles and responsibilities at home and school• about being co-operative with others•  That families are important for children growing up because they give love, security and stability• That stable, caring relationships which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• The characteristics of a healthy family, commitment, care for | <p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none">• about different types of feelings• about managing different feelings• about change or loss and how this can feel•  Healthy relationships are positive and welcoming <p>KASE: Empathetic, Self-aware, Reflective</p> <p>Thrive</p> |
|--|--|--|

| | | |
|---|--|--|
| | <p>children and family members, spending time and sharing each other's lives. (RE Belonging unit)</p> <ul style="list-style-type: none"> That marriage represents a formal and legally recognised commitment. (RE Belonging unit) <p>KASE: Empathetic, Self-aware Thrive</p> <p>Respectful Relationships:</p> <p>Super Daisy – Kes Gray</p> <p>Dogs Don't do Ballet – Anna Kemp</p> <p>Piggybook – Anthony Browne</p> | |
| <p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> | <p>Drug, alcohol and tobacco education:</p> <p>What do we put into and on to bodies?</p> | <p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> |

- PANTS (whole school Autumn 2)
- safety in familiar situations (inc. online)
- about personal safety
- about people who help keep them safe outside the home
- *How to ask for help if relationships (family or friendships) are making them feel unhappy, worried or unsafe and how to keep asking until you are heard*

Thrive

KASE: Reflective, Communicative

Pupils learn:

- about what can go into bodies and how it can make people feel
- about what can go on to bodies and how it can make people feel

KASE: Communicative, Fluent

Thrive

- about where money comes from and making choices when spending money
- about saving money and how to keep it safe
- about the different jobs people do

KASE: Autonomous, Purposeful, Responsible

Thrive

Online relationships

Online relationships should be taught and then reminders every term in computing lessons.

- That people sometimes behave differently online, including by pretending to be someone else they are not.
- That the same principles apply to online relationships as face to face relationships, including the importance of respect for other online (including when we are anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.
- How to respond safely and appropriately to adults they may encounter whom they do not know.

Emotion Words:

Peaceful, love, loss
(and EYFS words)

Suggested stories:

Silly Billy – Anthony Brown
Augustus and his smile – Catherine Rayner
Bob's Blue Period – Marion Denchard
Have you filled a bucket today? Carol McCloud

Respectful Relationships:

Super Daisy – Kes Gray
Dogs Don't do Ballet – Anna Kemp
Piggybook – Anthony Browne

Year 2 – PSHE / RSE

Physical health and wellbeing: What keeps me healthy?

Pupils learn:

- about eating well
- about the importance of physical activity, including time outdoors, and community participation to promote wellbeing and happiness
- sleep and rest
- about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well. (Including vaccination and visits to dentist.)
- Self-care techniques, spending time with family and benefits of hobbies and interests.

Sex and relationship education: Boys and girls, families

Pupils learn:

- to understand and respect the differences and similarities between people
- about the biological differences between male and female animals and their role in the life cycle
- the biological differences between male and female children
- about growing from young to old and that they are growing and changing
- that everybody needs to be cared for and ways in which they care for others

Keeping safe and managing risk: Indoors and outdoors

Pupils learn:

- PANTS (whole school Autumn 2)
- about keeping safe in the home, including fire safety
- about keeping safe online, including the benefits of going online
- about keeping safe outside,
- about road safety
- *How to respond safely and appropriately to adults they may encounter (inc online) whom they do not know.*
- *How to tell a trusted adult if they are worried for themselves or others*

| | | |
|--|---|--|
| <p>KASE: Self-aware, Expert, Self-regulating</p> <p>Thrive</p> | <ul style="list-style-type: none"> about different types of family and how their home-life is special <p>KASE: Expert, Fluent, Empathetic</p> <p>Thrive</p> | <p>KASE: Responsible, Metacognitive</p> <p>Thrive</p> |
| <p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships (on and offline) | <p>Respectful Relationships:</p> <p>Amazing Grace – Mary Hoffman</p> | <p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> why medicines are taken where medicines come from about keeping themselves safe around medicines <i>First aid</i> |

- about solving problems that might arise with friendships (on and offline)
- *how to recognise who to trust and who not to trust and how to judge when a relationship is making them feel uncomfortable*
- *how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so*

KASE: Resilient, Empathetic, Reflective

Thrive

Challenging Roles: The Different Dragon

KASE: Fluent, Communicative

Thrive



Emotion Words:

Joy, grateful, hopeful, gladness,
nervous, frustration, irritation
(and Reception & Year 1 words)

Suggested stories:

You're a rude pig Bertie! – Claudia Boldt
Stephanie Clarkson & Katie Apey

Hello Happy! -

Happy, Sad and Feeling Glad – Yasmeen Ismail
– K.I. Al-Ghani

The Red Beast

Respectful Relationships:

The Different Dragon – Jennifer Bryan
Amazing Grace -Mary Hoffman

Year 3 – PSHE / RSE

Drug, alcohol and tobacco education: Tobacco is a drug

Pupils learn:

- the definition of a drug and that drugs (including medicines) can be harmful to people
- about the effects and risks of smoking tobacco and second-hand smoke
- about the help available for people to remain smoke free or stop smoking

Asthma lesson for Year 3 or 4

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

KASE: Expert, Reflective

Thrive

Mental health and emotional wellbeing: Strengths and challenges

Pupils learn:

- about celebrating achievements and setting personal goals
- about dealing with put-downs
- about positive ways to deal with set-backs
- *The importance of self-respect and how this links with their own happiness*

KASE: Engaged and Enthused, Reflective, Resilient

Thrive

Respectful Relationships

The Paper Bag Princess – Robert Munsch

Careers, financial capability and economic wellbeing: Saving, spending and budgeting

Pupils learn:

- about what influences people's choices about spending and saving money
- how people can keep track of their money
- about the world of work

KASE: Responsible, Autonomous, Problem-solving

Thrive

| | | |
|--|--|--|
| <p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise bullying (including online) and how it can make people feel • about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying • <i>The importance of consent / permission-seeking within friendships, peers and adults</i> • <i>How to ask for advice or report concerns of abuse. Keep asking until you are heard.</i> <p>KASE: Reflective, Empathetic Thrive</p> | <p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by community • Pupils learn about belonging to groups • <i>Pupils learn how to be respectful towards people who may live differently to them</i> • <i>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</i> • Conventions of courtesy and manners | <p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about making healthy choices about food and drinks including calories and other nutritional content. • about how branding can affect what foods people choose to buy • about keeping active, <i>the mental and physical benefits</i> and some of the challenges of this • Voluntary and service-based activities on mental health and wellbeing and happiness. • How to seek support if you are worried about your health. |
|--|--|--|

| | |
|---|---|
| <ul style="list-style-type: none"> That in school and wider society they can expect to be treated with respect by others, including, those in positions of authority <p>KASE: Purposeful, Empathetic Thrive</p> <p>Respectful Relationships:</p> <p>The Odd Egg – Emily Gravett</p> <p>Girls are Best – Sandi Toksvig</p> <p>Video: Challenging Stereotyping</p> | <p>KASE: Reflective, Self-aware, Responsible Thrive</p> |
| <p>Emotion Words:</p> <p>Self-motivated, empathy, self-worth, feeling 'blue', anxious, doubt, fear. (and EYFS, Y1 and Y2 words)</p> | <p>Suggested stories:</p> <p>Teenie Weenie in a Too Big World / Ruby & the Rubbish Bin – Margot Sunderland</p> <p>Beautiful Oops! Barney Saltzberg Benji Davies</p> <p>On Sudden Hill – Linda Sarah &</p> <p>The Huge Bag of Worries – Virginia Ironside</p> |

Respectful Relationships:

The Paper Bag Princess – Robert Munsch

The Odd Egg – Emily Gravett

Girls are Best – Sandi Toksvig

Year 4 – PSHE / RSE

Identity, society and equality: Democracy

Pupils learn:

- about Britain as a democratic society
- about how laws are made
- learn about the local council
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
- That in school and wider society they can expect to be treated with due respect, including by those in authority.

KASE: Expert, Communicative, Responsible

Thrive

Physical health and wellbeing: What is important to me?

Pupils learn:

- why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
- about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)
- about the importance of getting enough sleep on weight, mood and ability to learn.
- Risks associated with an unhealthy diet, for example, obesity and other behaviours (impact of alcohol)

Mental health and emotional wellbeing: Strengths and challenges (Y5 Islington)

Pupils learn:

- about a wide range of emotions and feelings and how these are experienced in the body
- About times of change and how this can make people feel
- About the feelings associated with loss, grief and bereavement



KASE: Expert, Self-regulating, Empathetic

Thrive

| | | |
|---|---|--|
| | <p>KASE: Empathetic, Self-aware Thrive</p> | |
| <p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them • about the effects and risks of drinking alcohol • about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 3 or 4</p> <ul style="list-style-type: none"> • that medicines can be used to manage and treat medical conditions such as asthma, and that  | <p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to be safe in their computer gaming habits • about keeping safe near roads, rail, water, building sites and around fireworks • about what to do in an emergency and basic emergency first aid procedures • how to critically consider their online friendships and risks associated with people they have never met  | <p>Identity, society and equality: Stereotypes, discrimination and prejudice (Y5 Islington)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about stereotyping including gender stereotyping • The importance of respecting others even when they are very different to them, (for example, physically, in character, personality or background.) • Explain what is meant by the word 'stereotype' • Identify stereotypes as presented in the media and wider world. • Feelable to challenge gender stereotypes |

| | | |
|--|---|--|
| <p>it is important to follow instructions for their use</p> <p>KASE: Reflective, Expert</p> <p>Thrive</p> | <ul style="list-style-type: none"> • how to manage requests for personal information and recognising what is appropriate to share or not share online • The rules and principles for keeping safe online <p>KASE: Reflective, Purposeful</p> <p>Thrive</p> | <ul style="list-style-type: none"> • Identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) • What to do if they experience discriminatory language at school • Understand how discriminatory language can make people feel and that this is unacceptable •  How to report concerns of abuse, and the vocabulary and confidence to do so. • That in wider society they can expect to be treated with due respect including those in authority. <p>Thrive</p> <p>Respectful Relationships:</p> <p>10,000 Dresses – Marcus Ewert</p> <p>The Turbulent Term of Tyke Tyler</p> |
|--|---|--|

| | | |
|--|---|------------------|
| | | |
| <p><u>Emotion Words:</u> Stressed, destress, cheerful, assertive, amused, envy, shame, embarrassment, inspiration (and all words from previous years)</p> | <p><u>Suggested stories:</u> No Worries Days – Dr Seuss A Wibble called Bipley / Willy and the Wobbly House – Margot Sunderland</p> <p><u>Respectful Relationships:</u> 10,000 dresses – Marcus Ewert The Turbulent Term of Tyke Tiler – Gene Kemp</p> | My Many Coloured |