



Personal, Social and Health Education (PSHE) Policy

Autumn 2025

Our Vision Statement

At Southglade Primary and Nursery School we believe that Personal, Social and Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. We aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere. Within the teaching of PSHE we also cover a range of Spiritual, Moral, Social and Cultural (SMSC) teaching to prepare our children for life in Modern Britain.

Introduction

At Southglade Primary and Nursery School we are committed to providing all children with learning opportunities to enhance their personal development. We aim to develop the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's ethos (To encourage children to believe they can achieve anything and they have the confidence to make mistakes, to have respect for everyone, to make everyone feel valued) and informs the systems, policies and daily running of our school. This policy sets out a framework within which teaching and non-teaching staff can work, and give guidance on planning, teaching and assessment.

RRSA

Southglade Primary and Nursery School are working with UNICEF UK to become a Rights Respecting School. We have achieved our bronze accreditation which means that we are a Rights Aware school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights, children learn to respect and value the rights of others.

Aims

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of the community.
- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.

- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic wellbeing

The PSHE Curriculum

Early Years

In the Foundation Stage the learning experiences are planned from the Early Years Foundation Stage Curriculum (2025) identified as PSED (Personal, Social and Emotional Development).

Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

The children are supported through play and guided activities to progress through the milestones and achieve these goals.

Key Stage One and Two

In KS1 and KS2 children are taught objectives derived from the PSHE Entitlement Document. Progression ladders have been derived for each year group to ensure progression within these objectives.

Teaching and Learning

PSHE teaching and learning will have flexibility. This will be through discreet lessons that may involve class, school or global issues, from objectives taken from year group progression ladders, or through cross curricular links. There will also be time within the year when lessons complement local, national or global campaigns or celebration days, e.g. Anti-Bullying Week, RSE Day, Safer Internet Day and Mental Health Awareness Days. We also celebrate three Wellbeing Days throughout the year focused on emotions, aspirations and health.

Our school code of conduct is based upon the word RESPECT with 7 core learning values that are woven throughout everything we do.

Responsibility
Empowerment
Safe
Perseverance
Empathy
Collaboration
Tolerance

Children at Southglade are encouraged to develop their character by playing a positive role in contributing to school life and the wider community through ambassador roles such as: School Council, Eco Club, Rights Respecting School Steering Group, Play Leaders, Sports Ambassadors and Wellbeing Ambassadors.

Planning

Relationships and Health Education (RHE)

Southglade Primary School follows the Christopher Winter Project 'Teaching RSE with Confidence.' This scheme of work has lesson plans and teaching materials for Reception to Year 6. It builds on learning from previous years and revisits topics each year to cover them in greater depth. It includes lesson material on topics such as keeping clean, families, gender differences, personal space, puberty, relationships and many other topics.

Drug Education

Southglade Primary School follows the Jed and Ted Drug Aware scheme of work provided by the PSHE Advisory Service. The Drug Aware scheme is built on early intervention practices and linked to assessment and support. Using the characters of Jed, Ted and Amy and their different families, it explores substance use in the context of the children's age and experiences. Each year it provides between 3-5 lessons that build knowledge, skills, attitudes and positive health aspirations, as they grow with the characters. The scheme provides a full and effective drug education programme including information about household substances and medicines, alcohol and illegal drugs, as well as exploring why people use drugs and how to stay safe in a drug-using world.

Financial Education

Southglade Primary School follows the Lifesavers scheme of work provided by the national charity Just Finance Foundation. Milo's Money provides a wealth of resources for 5–7-year-olds including a storybook. Lifesavers provides curriculum-aligned lesson plans centred around 5 Big Questions:

- Where does our money come from?
- How does money make us feel?
- What can we use our money for?
- How does our money help other people?
- How can we look after our money?

Progression

A PSHE progression ladder is used from EYFS – Year 6. Teachers use this ladder to ensure activities, skills and vocabulary build on pupil's prior learning. Progression ladders ensure that pupil's thinking, knowledge and skills are constantly challenged and progressed as they move through school.

Assessment and feedback

At Southglade, each class has a scrapbook to evidence PSHE which has taken place in the classroom. Children also have a Personal Development book which is used to record a range of lessons to collect evidence for each child.

Monitoring

Monitoring is the responsibility of the PSHE Lead. Monitoring of PSHE includes; learning walks, book looks, environment looks, teacher planning, outcomes of assessment spreadsheets, governor monitoring, pupil voice and staff voice. The assessment activities are also used to monitor pupil's ability to retain key knowledge and skills taught within each Learning Value.