



# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

## Document Control Table

<b>Title</b>	Personal, Social, Health and Economic Education Policy
<b>Author</b>	Sarah Powell (Headteacher)
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<b>Approved By Name</b>	Ashley Knibbs (Chair of Governors)
<b>Next Review Date</b>	September 2026

## Document History

Date	Author	Note of Revisions

## **Legal requirements of schools**

It is a statutory requirement for all primary schools to deliver Health Education. This is in addition to the statutory requirement to teach Relationships Education and the Department of Education (DfE) recommendation for schools to deliver Sex Education (see RSE Policy).

At Forest Hills Primary School, we acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

## **What Personal, Social, Health and Economic (PSHE) education is:**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Our school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of children is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give children the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable children to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our children to understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between children's health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

## **How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Forest Hills Primary School, we use 1 Decision, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of 1 Decision can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs S Powell, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within 1 Decision, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by 1 Decision for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. We have chosen 1 Decision as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the 1 Decision scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Assessment is completed by the class teacher using the 1 Decision Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

### **What is being taught?**

#### **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 1 Decision programme divides the year into 6 themed units:

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage children to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

### **How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following our school's safeguarding procedures / child protection policy which can be found on Sharepoint and in the staffroom.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Safeguarding Lead. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

### **How PSHE education is monitored, evaluated and assessed**

We use three methods of monitoring and assessing learning within PSHE at Forest Hills Primary School:

#### **1 Decision Progress**

For each of the six units we carry out a pre- and post-unit assessment. This enables both teacher and child to see what progress has been made over each unit.

#### **1 Decision Success**

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

#### **Making 1 Decision**

This approach encourages children to reflect on their learning. They record what they found helpful, thought-provoking, challenging and where their learning might take them to next.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

### **How the delivery of the content will be made accessible to all children**

It is not our school's policy to withdraw children with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all children are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

1 Decision lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All children learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that children may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise

pupils' awareness of diversity and promote respectful relationships with those who are different from them.

### **Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Mrs S Powell.

### **Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

### **Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

### **This policy should be read in conjunction with the following:**

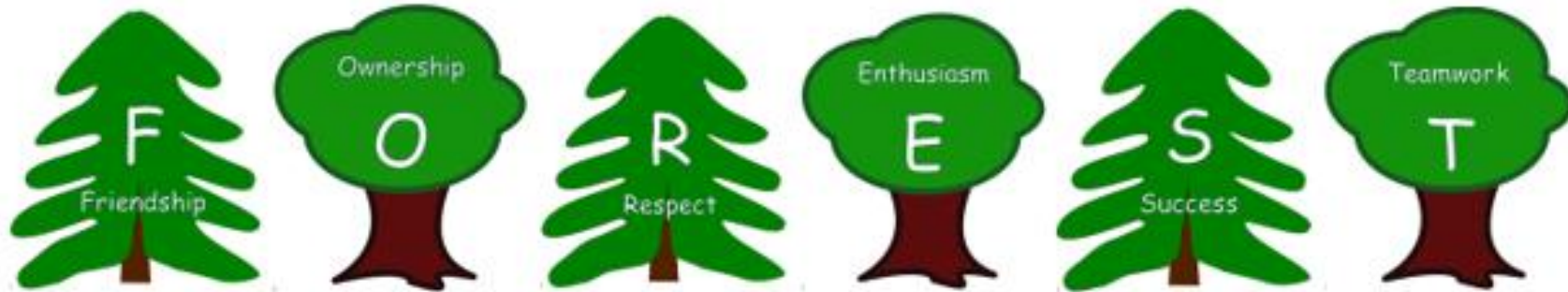
- Relationships and Sex Education Policy
- Safeguarding Policy
- Confidentiality Policy
- Anti-bullying Policy
- Equality Policy
- DfE 'Keeping Children Safe in Education' (2019)

### **Appendices**

Appendix 1 – Forest Hills Primary School Core Values

Appendix 2 – PSHE overview – highlight any non-statutory sex education, if applicable

**Appendix 1 – Forest Hills Primary School – Core Values**



**Appendix 2 – Forest Hills Primary School – PSHE Overview – 1 Decision**

Cycle A

Subject	Autumn	Spring	Summer
KSI	<b>KEEPING/STAYING SAFE UNIT</b>	<b>KEEPING/STAYING HEALTHY UNIT</b>	<b>HAZARD WATCH UNIT</b>
	Baseline topic Road Safety	Baseline topic Washing Hands	Baseline Topic Hazard Watch
	<b>BEING RESPONSIBLE UNIT</b>	<b>RELATIONSHIPS UNIT</b>	<b>OUR WORLD UNIT</b>
	Baseline topic Water Spillage	Baseline topic Friendship	Baseline Topic Growing In Our World
	<b>FEELINGS AND EMOTIONS UNIT</b>	<b>COMPUTER SAFETY UNIT</b>	<b>FIRE SAFETY UNIT</b>
	Baseline Topic Jealousy	Baseline topic Online Bullying	Baseline Topic Hoax Calling

LKS2	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	HAZARD WATCH UNIT
	Leaning Out of Windows Summative topic	Medicine Summative topic	Baseline Topic Hazard Watch
	BEING RESPONSIBLE UNIT	RELATIONSHIPS UNIT	OUR WORLD UNIT
	Stealing Summative topic	Touch Summative topic	Looking After Our World Summative topic
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRE SAFETY UNIT
	Grief Summative topic	Making Friends Online Summative topic	Enya & Deedee Visit the Fire St. Summative topic
UKS2	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	A WORLD WITHOUT JUDGEMENT UNIT
	Peer Pressure Adults' and Children's Views	Smoking Adults' and Children's Views	Inclusion & Acceptance Adults' and Children's Views
	BEING RESPONSIBLE UNIT	GROWING & CHANGING UNIT	THE WORKING WORLD UNIT
	Looking Out for Others Adults' and Children's Views	Puberty Adults' and Children's Views	Enterprise Adults' and Children's Views
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRST AID UNIT
	Anger Adults' and Children's Views	Image Sharing Adults' and Children's Views	First Aid Year 5 First Aid Year 6 (Part 1)

## Cycle B

Subject	Autumn	Spring	Summer
KSI	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	HAZARD WATCH UNIT
	Tying Shoelaces Staying Safe	Healthy Eating Brushing Teeth	Baseline Topic Hazard Watch
	BEING RESPONSIBLE UNIT	RELATIONSHIPS UNIT	OUR WORLD UNIT
	Practice Makes Perfect Helping Someone In Need	Bullying Body Language	Living In Our World Working In Our World
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRE SAFETY UNIT
	Worry Anger	Image Sharing Computer Safety Documentary	Petty Arson Texting Whilst Driving
LKS2	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	A WORLD WITHOUT JUDGEMENT UNIT
	Baseline topic Cycle Safety	Baseline topic Healthy Living	Baseline topic Breaking Down Barriers
	BEING RESPONSIBLE UNIT	GROWING AND CHANGING UNIT	THE WORKING WORLD UNIT
	Baseline topic Coming Home on Time	Baseline topic Appropriate Touch (Relationships)	Baseline topic Chores at Home
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRST AID UNIT
	Baseline topic Jealousy	Baseline topic Online Bullying	Baseline topic First Aid Year 4

UKS2	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	A WORLD WITHOUT JUDGEMENT UNIT
	Water Safety Summative topic	Alcohol Summative topic	British Values Summative topic
	BEING RESPONSIBLE UNIT	GROWING & CHANGING UNIT	THE WORKING WORLD UNIT
	Stealing Summative topic	Conception Summative topic	In-App Purchases Summative topic
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRST AID UNIT
	Worry Summative topic	Making Friends Online Summative topic	First Aid Year 6 (Part 2) Summative topic