



**Wilkinson Primary School**

*Show pride and respect in all that we do*

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## **Policy for Personal, Social, Health and Economic Education.**

**Date: October 2025**



*'Show pride and respect in all that we do'*

## Introduction

This policy expresses the school's purpose for the teaching and learning of PSHE. It sets out the aims; planning of the curriculum and assessment and monitoring based on the PSHE programmes of study (POS) for Key Stages 1 and 2 set out by the PSHE association.

|                         |              |
|-------------------------|--------------|
| Written by:             | Mr P Smith   |
| Date written:           | October 2025 |
| Approved (governors) on |              |
| Review Date             | October 2026 |

## PSHE at Wilkinson

The school motto "Show Pride and Respect in All We Do" forms the basis of our mission to "ASPIRE"; enabling the children to: Achieve, Succeed, reach their full Potential, be Independent learners and show Resilience and Excellence. The PSHE and RSHE curriculums combine to reinforce the ASPIRE model through our teaching and learning whilst, at the same time, using ASPIRE as a constant, over-arching, thematic approach to school life.

## Context

Skills relating to PSHE are integral to the well-being both of individuals and of group of people, be that a family group, friendship group, work group or society as a whole. Human beings need to learn how to look after their own minds and bodies and how to live successfully and happily in societies whilst caring for the environment around them. Where children have not experienced positive relationships at home, they need to be exposed to these elsewhere. At Wilkinson we strive to provide this for all our children so that they can feel happy about themselves and happy growing up in and contributing to society as young people and adults.

In PSHE it is our aim that all our children will aspire to be healthy, independent and responsible; understanding how they are developing personally and socially, give them confidence to tackle the issues that are part of growing up, understand their rights and responsibilities and develop their sense of self-worth.

At Wilkinson Primary School, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life. We believe that a strong PSHE education is important to help the pupils develop into well-rounded members of society, who can make a positive contribution to their community. The curriculum covers key areas which will support children to make informed choices now, and in the future, around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of



society. In addition, the curriculum covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. We believe that quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. The vision for pupils, staff and other members of the school community is to always look to achieve their personal best in every aspect of school life. The school's ASPIRE model provides an over-arching theme where the children aim to Achieve and Succeed, whilst showing Potential, Independence, Resilience and Excellence throughout all aspects of school life.



## **Roles and responsibilities**

### **The governing board is responsible for:**

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.



### **The headteacher is responsible for:**

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Managing complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### **The PSHE leader is responsible for:**

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils.
- Consulting with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

### **Aims and structure of the PSHE curriculum**

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum. PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.



### **Curriculum organisation**

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The school has chosen to use the **Kapow** Primary RSE and PSHE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

### **Kapow Primary RSE and PSHE scheme of work.**

The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental



British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

The Kapow Primary scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally.

Quality PSHE and RSE teaching is a crucial element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'

The school considers this as part of providing a broad and balanced curriculum. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), the curriculum introduces and revisits ideas of personal boundaries, consent and communicating the boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

**EYFS:**

- Self-regulation
- Building relationships
- Managing self

**Key stage 1 and 2:**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education, but where the lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of the scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for adaptation to stretch the most able learners and give additional support to those



who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way.

Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning.

In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and the changing adolescent body.

The scheme also includes documentation related to the implementation of the curriculum:

- [Long-term plans](#) outlining the learning within each year group. There [are standard, condensed and mixed-age versions](#). The school has adopted the condensed version.
- [Statutory guidance mapping illustrating how the units of lessons deliver the learning required within the Statutory guidance for Relationships, Sex and Health Education.](#)
- [RSE & PSHE Progression of skills and knowledge.](#)
- [Protected characteristics mapping.](#)

Other documentation related to the implementation of the curriculum:

- [Protected characteristics mapping.](#)
- [SMSC, Personal development and British values mapping.](#)
- [Education for a connected world mapping \(alongside the Computing scheme\).](#)
- [Keeping children safe in education: Child on Child Sexual harassment knowledge outcomes and mapping.](#)
- [Knowledge organisers summarise the learning for each unit.](#)

## **Assessment**

Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.



**Online safety:**

Where ICT is used in PSHE, teachers will have planned and resourced content that is safe for the children. Online safety is covered as part of the PSHE curriculum, and this complements what is learnt about in computing. The Subject Lead's for Computing and PSHE collaborate on this, and monitoring is undertaken jointly. Staff receive training on E-Safety matters annually as well as when additional aspects may arise.

**Monitoring:**

The PSHE Leads monitor the planning and delivery of PSHE in a number of ways, including:

Monitoring includes:

- Monitoring of planning
- Observation of lessons.
- Monitoring work produced.
- Pupil Voice interviews
- Monitoring of pupil and staff feedback on sessions.
- Learning walks.

As the ASPIRE theme runs throughout everything that happens in school, Subject Leads also monitor other aspects of school life that complements this. Such monitoring aids the Subject Leads in assessing the attainment and progress of the children throughout the school.

**Equal opportunities:**

- The school maintains its policy of equal opportunities as appropriate for PSHE
- Sessions and resources are made available to all pupils regardless of gender, race or abilities.
- The class teacher adapts work by task, resource or support, to ensure the individual needs of more able and SEND pupils are met.
- It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEND in PSHE. Staff are aware that mixed ability pairings may be effective in certain circumstances but should be aware of a more able child dominating the pair. For PSHE, it is also true that a very academically able child may struggle with certain aspect of PSHE due to an SEND e.g. children with ASD or ADHD.

**Safe and Effective Practice**

We will ensure a safe learning environment by following our school policies and procedures in relation to keeping children in education safe and by being sensitive to the individual needs and circumstances of the children in our classes. We follow the guidelines suggested by The PSHE Association in their advice "Handling complex issues safely in the PSHE education classroom" (PSHE Association 2018, [www.pshe-association.org.uk](http://www.pshe-association.org.uk)). Staff are accordingly trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions in a safe environment.





Teaching staff endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child/young person's needs. This may involve referring the child/young person back to their parent/carer, other internal or external support. The teacher will refer any concerns regarding safeguarding to the DSL via CPOMS and by personal conversation if urgent. Any referral to an external agency such as the School Nurse, a young person's health drop-in service, Walk in Centre or their GP is done via the child's parent /carer. The teacher can access support from the Inclusion Leader (S. Buff) and the Family Liaison officer (E. Lane) to facilitate this.

During PSHE lessons and discussions staff establish clear ground rules with pupils to ensure pupils feel safe, listened to, and supported.

### **Safeguarding**

All staff are continuously trained in safeguarding. Teachers are aware that effective PSHE which brings an understanding of what is and what is not appropriate in a relationship may potentially lead to a disclosure of a child protection issue. In this situation staff follow internal safeguarding systems including informing the Safeguarding Lead via CPOMS and in person. Staff are kept up to date on a need to know basis of issues surrounding the children in their care/. In addition to this, prior to teaching specific sessions, teachers consult with the Designated Safeguarding Lead to check whether issues addressed may be of particular relevance to individual children in their class and appropriate adaptation can be made.

Where appropriate, suitably experienced and/or knowledgeable visitors from outside school (such as the school nursing team) may be invited to contribute to the delivery of RSHE in school. All visitors will be familiar with and understand the school's PSHE policy and work within it. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **SEND**

PSHE must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. At Wilkinson we are mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE can also be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing learning opportunities.

For individual children, there may be a need to tailor content and teaching to meet the specific needs of these pupils at different developmental stages. Some children will also have discrete learning opportunities relating to PSHE on the SEND Support Passport. As with all teaching for these



subjects, we ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to statutory requirements.

**Roles and responsibilities:**

Those involved with the development of this policy and in management of the PSHE and RSHE curriculum include:

- Mr P Smith – Curriculum Lead, responsible for the organisation of training for relevant staff members and the management of resources. He is responsible for designing the curriculum and monitoring its effectiveness, responding to changes in need accordingly (this might include nationwide or worldwide current affairs that are affecting society).
- Teaching staff and support staff are responsible for the delivery of lessons and key RSHE messages, alongside the school nurse. They also participate in and facilitate the pupil review process integral to assessing children's response to the learning sessions. Teaching staff will receive ongoing training as required to support with delivering the curriculum.
- Miss E Lane - Family Liaison Officer and Designated Safeguarding Lead -responsible for checking policy for safeguarding compliance and deal with SG matters should they arise. Miss Lane also contributes to enrichment opportunities provided for children and parents by organising visitors coming into school as well as signposting parents to support services. Lane also sits on the Pastoral Team.
- Pastoral Team – Miss E. Lane and Mrs S. Gamble.
- Mrs J Thomas - School Governor with responsibility for PSHE and RSHE.
- Mrs H Richards - Head Teacher – responsible for oversight curriculum/policies, deals with issues concerning withdrawal.
- Ms Amanda Evans - Local Authority advisor supporting with subject development, sharing best practice, updating any national guidance/training, LA trends.
- Parents and Carers – supporting school in the delivery of PSHE and in underpinning the attitudes and values promoted in the curriculum. Responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.



**Links to other Policies:**

When considering PSHE at Wilkinson, you should also regard the following:

RSE policy  
Behaviour policy  
Anti-bullying policy  
RE policy,  
DT policy,  
Science policy,  
PE policy,  
EYFS policy,  
Safeguarding and child protection policy,  
Digital safeguarding policy  
Computing policy  
Equality policy.

**Review:**

- This policy will be reviewed annually by the PSHE Subject Leads and Leadership Team and shared with the school community.





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