

Broadwood Primary **School**



Personal, Social, Health and Economic Education Policy

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Statement of intent

At Broadwood Primary School, we recognise the vital role that Personal, Social, Health and Economic (PSHE) education plays in fostering the holistic development of our children. Our commitment to delivering a robust PSHE curriculum is essential in equipping children with the skills, knowledge, and understanding necessary to thrive as responsible and engaged members of society. This policy aligns with the statutory Relationships, Sex and Health Education (RSHE) framework for 2026, ensuring that our approach is both comprehensive and compliant with national standards.

Our vision is to cultivate an environment where children, staff, and the wider community strive to achieve their personal best in every aspect of school life. We believe that a strong PSHE education is foundational to this vision, as it empowers children to navigate the complexities of life with confidence and resilience.

Core Principles of our PSHE Curriculum

We are committed to creating a nurturing environment where every individual is encouraged and supported to reach their personal best. We know that every child has unique strengths and challenges, and our PSHE curriculum is designed to cater to these diverse needs.

Our school prides itself on being welcoming and inclusive, fostering a real sense of community. We value every member of our school community, ensuring that all voices are heard and respected. Our PSHE curriculum reflects this commitment by promoting understanding and appreciation of diversity in gender, culture, ability, and aptitude.

Mutual respect and kindness are at the heart of our interactions. We encourage children and staff to treat one another equitably and fairly, recognising the importance of empathy and understanding in building positive relationships. Our PSHE offer reinforces these values, guiding our children to consider the needs and feelings of others in their actions and words.

We foster an enterprising spirit among our children, encouraging them to approach challenges with a 'can-do' attitude. Our PSHE curriculum includes opportunities for children to develop problem-solving skills, resilience, and adaptability, preparing them for future challenges in both their personal and academic lives.

A safe and clean environment is paramount for effective learning. At Broadwood Primary School, we share the responsibility for maintaining our surroundings, teaching children the importance of environmental stewardship and personal accountability.

Our culture is one of continuous improvement, creativity, and enthusiasm. We strive to enhance our PSHE curriculum regularly, ensuring it remains relevant and engaging for all children. This commitment to innovation encourages children to think critically and creatively about the world around them.

Communication with Parents and Guardians

Collaboration with parents/guardians is essential for the success of our PSHE programme. To facilitate this, we provide access to our PSHE policy and curriculum details on the school's website (<http://broadwoodprimary.co.uk>). This transparency ensures that parents are informed and can actively participate in their child's education.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

Education Act 1996

Education Act 2002

Children and Social Work Act 2017

DfE (2025) 'Keeping children safe in education' (KCSIE)

DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2019) 'School and college security'

This policy will be followed in conjunction with the following school policies and procedures:

Complaints Procedures Policy

Primary Relationships, Sex and Health Education Policy

Drugs, Alcohol and Tobacco Policy

Child Protection and Safeguarding Policy

2. Key roles and responsibilities

The Governing Body has overall responsibility for the implementation of the school's PSHE Policy.

The Governing Body has overall responsibility for ensuring that our PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The Head Teacher has overall responsibility for reviewing the PSHE Policy annually.

The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

The school will consult with parents to ensure that the RSHE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of our wider school community.

The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

The school ensures that children are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

The Personal, Social, Health and Economic (PSHE) curriculum plays a vital role in the holistic development of children, equipping them with essential skills and knowledge to navigate the complexities of modern life. With the introduction of the new Relationships, Sex and Health Education (RSHE) statutory framework in 2026, the aims of the PSHE curriculum have been refined to ensure that they meet the evolving needs of children. This document outlines the key aims of the PSHE curriculum in alignment with the RSHE framework.

Understanding a Healthy Lifestyle

One of the primary aims of the PSHE curriculum is to help children understand what constitutes a healthy lifestyle. This includes not only physical health, such as nutrition and exercise, but also mental and emotional well-being. Children will learn about the importance of maintaining a balanced diet, engaging in regular physical activity, and developing coping strategies for stress and anxiety.

Online Safety and Behaviour

In an increasingly digital world, understanding how to stay safe and behave online is paramount. The curriculum will educate children on the potential dangers they may encounter online, including cyberbullying and inappropriate content. By fostering critical thinking and responsible online behaviour, children will be better equipped to navigate the digital landscape safely.

Awareness of Risks

Children will be made aware of the dangers they may face both in and around school and beyond. The curriculum will provide them with the knowledge and skills necessary to keep themselves safe, including recognising risky situations and knowing how to seek help. This understanding extends to the legal implications of risky behaviours, ensuring that children are informed about the law and the consequences of their actions.

Developing Responsibility and Independence

A key aim of the PSHE curriculum is to foster a sense of responsibility and independence among children. This includes encouraging them to take ownership of their actions within the school environment and preparing them for their future roles in society. By instilling these values, children will be better prepared to contribute positively to their communities.

Respect for Diversity

Respecting others is fundamental to creating a harmonious school community. The curriculum will emphasise the importance of understanding and respecting different cultural, ethnic, religious, and gendered viewpoints. By promoting inclusivity and empathy, children will learn to appreciate diversity and work collaboratively with others.

Social Behaviour and Citizenship

Understanding what constitutes 'socially acceptable' behaviour is crucial for children as they interact within the school and society at large. The PSHE curriculum aims to develop constructive members of society who understand the principles of democracy, engage in civic responsibilities, and contribute positively to their communities.

Building Relationships and Self-Confidence

Developing good relationships with peers and adults is another significant aim of the PSHE curriculum. Children will learn effective communication skills, conflict resolution strategies, and the importance of teamwork. Additionally, the curriculum will focus on fostering self-confidence, self-esteem, and self-worth, enabling children to make positive, informed choices throughout their lives.

Advocacy and Respect for Others

Finally, children will be encouraged to understand their right to speak up about issues or events that matter to them, while also respecting others' rights to express their views. This aim promotes a culture of open dialogue and mutual respect, essential for a cohesive society.

4. Teaching methods and learning style

A range of teaching and learning styles are used to teach PSHE.

Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

No crude language.

No raised voices/shouting.

No talking over people.

Show respect for another's views, even when disagreeing with them.

Keep comments subject-specific, as opposed to personal.

Children learn research and study techniques and can engage in investigations and problem-solving activities.

All children are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

Children's questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross-faculty involvement



Our school uses discrete timetable PSHE lessons which is planned using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) progressive PSHE document however activities are tailored to suit the needs of the children at Broadwood Primary School.

PSHE is taught in discrete curriculum time, delivered by class teachers and other staff.

The school ensures cross-curricular learning through discussion between subjects, for example, the PE, science and other relevant areas.

There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that children feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

All staff are required to understand and recognise child-on-child abuse, which may include bullying (including cyber-bullying), physical abuse such as hitting, kicking or hair-pulling, sexual violence (rape, assault by penetration and sexual assault), sexual harassment (sexual comments, online harassment, jokes), up-skirting, sexting and initiation or hazing-type rituals; these behaviours may occur alone or as part of a broader pattern of abuse. Staff must also be alert to indicators that a pupil may be at risk of, or involved with, serious violent crime, for example increased unauthorised absence, changes in friendships or relationships with older individuals, a marked decline in academic performance, signs of self-harm or altered wellbeing, unexplained injuries, or the receipt of new possessions or gifts that could suggest contact with criminal networks or gangs.

Awareness of the risks associated with pupil involvement in serious crime is essential, and staff should be familiar with the school's risk-management measures. Where concerns arise about a child potentially experiencing honour-based violence, including forced marriage, staff must report immediately to the Designated Safeguarding Lead (DSL) or deputy DSL and,

where appropriate, activate local safeguarding procedures. In accordance with Section 74 of the Serious Crime Act 2015, any suspicion of female genital mutilation must be reported directly to the police by the teacher.

Staff must follow the Keeping Children Safe in Education (KCSIE) guidance when a pupil discloses abuse, neglect or witnesses abuse, involving only those necessary – the DSL (or deputy) and children's social care – and must never promise confidentiality that could compromise the child's welfare. The DSL (or deputy) will be consulted on all safeguarding matters, providing access to trusted local resources, police contacts and relevant agency expertise.

Every lesson must reinforce that children can raise sensitive or personal concerns with their PSHE teacher or any trusted staff member, and that such disclosures will be handled according to established procedures, including concerns about peers. External agencies invited to support safeguarding teaching must agree in advance on how any safeguarding reports will be managed.

When new topics such as self-harm or suicide arise, teachers must avoid providing instructions, methods or emotive material that could be instructive; instead, they should adopt a preventative approach, refraining from using graphic images, videos or language that could normalise these behaviours.

7. Tailoring PSHE

The school uses discussions and other activities during initial PSHE lessons to ascertain 'where children are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

Adaptations are made for those for whom English is an additional language to ensure that all children can fully access PSHE educational provision.

All children with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

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

The school will deliver Drug, Alcohol, Tobacco Education as part of its timetables PSHE programme, having due regard to the schools Drug, Alcohol Tobacco Education Policy.

8. KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

Children will be taught the following:

The importance of families for children when growing up, as they can provide love, security and stability

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care

That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up

That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Children will be taught the following:

The importance of friendships in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded

That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

Children will be taught the following:

The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Practical steps they can take in a range of different contexts to improve/support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how these can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Children will be taught the following:

That sometimes people behave differently online or pretend to be someone they are not

That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

How information and data is shared and used online

Being safe

Children will be taught the following:

What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

How to recognise and report feeling bad or unsafe around an adult

How to ask for advice or help for themselves or others, and to persist until heard

How to report concerns or abuse, and the vocabulary needed to do so

About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

Where to get advice, for example. family, school, other sources

Mental wellbeing

Children will be taught the following:

That mental wellbeing is a normal aspect of daily life, in the same way as physical health

That there is a normal range of emotions (happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations

How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Children will be taught the following:

How the internet acts as an integral part of life for most people, with many benefits

About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

Why social media, some computer games and online gaming, etc. are age restricted

That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted

Where and how to report concerns and get support concerning issues online

Physical health and fitness

Children will be taught the following:

The characteristics and mental/physical benefits of leading an active lifestyle

The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

The risks associated with leading an inactive lifestyle (including obesity)

How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

Children will be taught the following:

What constitutes a healthy diet (including understanding calories and other nutritional content)

The principles of planning/preparing a range of healthy meals

The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Children will be taught the following:

The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Children will be taught the following:

How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

The facts and science relating to allergies, immunisation and vaccination

Basic first aid

Children will be taught the following:

How to make a clear and efficient call to emergency services if necessary

Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Children will be taught the following:

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

Children will be taught the following:

How to contribute to the life of the classroom, and how to help create and follow group and class rules

That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)

That they belong to various groups and communities such as family and school

What improves and harms their local, natural and built environments and about some of the ways people look after them

The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources

The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

That universal rights are there to protect everyone and have primacy both over national law and family and community practices

To know that there are some cultural practices which are against British law and universal human rights, such as FGM

To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment

To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

To appreciate the range of national, regional, religious and ethnic identities in the UK

To consider the lives of people living in other places, and people with different values and customs

An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

About enterprise and the skills that make someone 'enterprising'

To explore and critique how the media present information

9. Assessment

We set the same high expectations of the quality of children's work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge children have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure children of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where children need extra support or intervention.

Children' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress as well as pre and post unit assessments.

10. Monitoring and review

This policy will be reviewed by the Head Teacher every three years unless changes to the policy are necessary.

Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is June 2029.