Personal, Social, Health and Economic Policy

This policy was approved and adopted by
the Headteacher in January 2027

It will be reviewed in Spring 2028

Statement of intent

At Crawley Ridge Infant 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 our pupils develop into well-rounded members of society, who can make a positive contribution to their community.
The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance, effective from 1 September 2026
- DfE 'Keeping children safe in education' (current statutory guidance)
- DfE 'Early years foundation stage (EYFS) statutory framework'
- DfE 'Working Together to Safeguard Children'
- DfE 'SEND code of practice: 0 to 25 years'
- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Relationships and Sex Education Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

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.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher and PSHE leader are 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 at all times.
- Liaising 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.
- Relationships Education and, where applicable, age-appropriate sex education beyond statutory science.
- 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 stage1 and health education from key stage 1.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships and Health Education Policy.

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.

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 PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks

At Crawley Ridge Infant School, we use the SCARF programme to support the planning and delivery of our PSHE curriculum. SCARF provides a structured, progressive programme of learning, which we adapt as appropriate to reflect our pupils' ages, developmental stages and needs. The programme supports the delivery of statutory Relationships Education and Health Education alongside the wider PSHE curriculum. Learning is revisited and built upon as children progress through the school, with opportunities to apply their knowledge and skills in everyday 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.

Early Years Foundation Stage (ages 2-5)

In the Early Years Foundation Stage, PSHE-related learning is embedded throughout the curriculum and provision, particularly through Personal, Social and Emotional Development (PSED) and Understanding the World. Children are supported to develop positive relationships, recognise and express feelings, manage emotions and behaviour, develop independence and self-care, understand appropriate boundaries and learn how to keep themselves safe.

Teaching is responsive to children's individual developmental stages and experiences and is delivered through planned learning, play, stories, discussion, routines and everyday interactions. Provision builds the foundations for statutory Relationships Education and Health Education during primary education.

Programme of study

Across the school, PSHE learning is planned progressively from the EYFS into Key Stage 1. In Key Stage 1, learning is organised around three core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

The programme of study is sequenced to build on children's prior learning and developmental stage, with learning in the EYFS providing foundations for Key Stage 1.

The PSHE programme of study will cover the following topics:

Core theme 1: Health and wellbeing

This topic will cover:

- Physical health and self-care, including physical activity, time outdoors, healthy eating, sleep, dental health, personal hygiene, sun safety and age-appropriate health protection.
- Mental health and emotional wellbeing, including recognising and naming feelings, loneliness and isolation, and knowing when and how to seek help.
- Change, loss and bereavement, emotional regulation, resilience and appropriate strategies for managing feelings.
- Ourselves, growing and changing.
- Body ownership, privacy and personal boundaries, including age-appropriate use of correct anatomical vocabulary so that children can communicate clearly about their bodies and safety.
- Keeping safe.
- Personal safety, including age-appropriate teaching about privacy, body ownership, personal boundaries, safe and unsafe situations, appropriate and inappropriate contact, trusted adults, seeking help and reporting concerns.
- Age-appropriate learning about medicines and harmful substances, including smoking, vaping, alcohol and drugs, where appropriate to pupils' age and developmental stage.

Core theme 2: Relationships

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.
- Online safety and digital wellbeing, including respectful behaviour online, privacy and personal information, age restrictions, recognising worrying or harmful content or contact, and knowing how to seek help from a trusted adult.

Core theme 3: Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Age-appropriate media literacy and digital resilience, including recognising that online information or requests may be misleading and knowing to seek help from a trusted adult.
- Economic wellbeing and money.
- Economic wellbeing: aspirations, work and careers.

Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Assessment will be primarily formative and age appropriate. Staff will assess children's developing knowledge, understanding and skills through observation, discussion, pupil voice, responses during activities, practical application and, where appropriate, recorded work. Assessment within the EYFS will reflect the principles and requirements of the EYFS statutory framework.

Withdrawal from lessons (see appendix A)

Parents and carers do not have the right to withdraw their child from Relationships Education, Health Education or statutory National Curriculum science. Where the school provides sex education beyond the statutory science curriculum, parents and carers have the right to request that their child is withdrawn from some or all of that provision.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

The school will make clear to parents which content, if any, constitutes sex education beyond statutory science.

Where a request is received, the headteacher will discuss it with the parents or carers and, where appropriate, the pupil, to ensure that the nature and purpose of the curriculum are understood. In a primary school, a request to withdraw a pupil from sex education beyond statutory science will be granted. Records of discussions will be kept securely in line with the school's Records Management Policy.

Any withdrawal applies only to sex education taught beyond statutory National Curriculum science; it does not apply to Relationships Education, Health Education or statutory science.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

Working with parents and carers

The school recognises parents and carers as important partners in PSHE and Relationships and Health Education. Parents and carers will be proactively engaged and consulted when the school's Relationships Education/RSE policy is developed or reviewed and will be kept informed about the curriculum. The school will be transparent about the resources used to support teaching, and curriculum materials will be available for parents and carers to view on

request. The school's policy will be published on the school website and made available free of charge.

Managing children's questions

Staff will respond to children's questions honestly, sensitively and in an age and developmentally appropriate manner. Where a question falls outside the planned curriculum or is not appropriate for whole-class discussion, staff will respond appropriately, seeking advice from the PSHE leader and/or DSL where needed. Staff will remain alert to questions which may indicate a safeguarding concern and will follow the school's safeguarding procedures where required.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law. For children aged 2-7, protective and preventative teaching will focus on clear, simple and reassuring messages and will avoid introducing concepts in a way that could cause unreasonable alarm.

Safeguarding

The school recognises the important role of PSHE in preventative education, helping pupils understand how to keep themselves and others safe, including online. Through a whole-school approach, we promote respectful relationships and challenge discrimination, prejudice, sexism, misogyny, misandry, homophobia, biphobia, transphobia, sexual violence and harassment.

Teaching is adapted to meet pupils' individual needs and developmental stages, with particular consideration given to pupils who may be more vulnerable, including those with SEND or who have experienced abuse.

Staff will create a safe and supportive environment in which children feel comfortable asking questions, sharing their views and raising concerns. Children will be encouraged to speak to a trusted adult if they are worried about themselves or someone else. Staff will listen sensitively but will never promise confidentiality where a safeguarding concern may be involved. Any concerns or disclosures will be reported promptly to the Designated Safeguarding Lead (DSL) or deputy DSL and managed in accordance with the school's Child Protection and Safeguarding Policy. All staff must remain alert to indicators of abuse and other safeguarding risks, including child-on-child abuse, and follow the school's safeguarding procedures.

The DSL or deputy DSL will be involved in developing the safeguarding-related elements of the PSHE curriculum to ensure that teaching supports pupils' safety and wellbeing.

Monitoring and review

The curriculum is planned and reviewed in line with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance effective from 1 September 2026, with meaningful pupil engagement and proactive parent/carer engagement informing review and development.

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.
The next scheduled review date for this policy is Spring 2028.

Appendix A

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.





Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.