# Personal, social, health and economic (PSHE) education policy

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

Our PSHE curriculum is rooted in our ethos and values of

· Kindness

· Respect

· Responsibility

· Perseverance

· Tolerance

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

- We must teach health education under the same statutory guidance
- Pupils are expected to learn personal, social and emotional development (PSED) under the Early Years Foundation Stage (EYFS) statutory framework

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). We follow the PSHE association scheme of work which is aligned to the 2026 Statutory Guidance.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map/below for more details about what we teach in each year/Key Stage. This also incorporates the RSE expectations in accordance with the 2026 Guidance.

**Earlham Primary Whole School Curriculum Map**

**SUBJECT: PSHE and RSE**

# Overview

| | Autumn | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| | **1** | **2** | **1** | **2** | **1** | **2** |
| N | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour. |

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|---|---|---|---|---|---|---|---|---|---|
| | Managing feelings and behaviour.<br><br>Making relationships.<br><br>Settling-in/transition. | Making relationships. | | Managing feelings and behaviour.<br><br>Making relationships. | Making relationships. | | Managing feelings and behaviour.<br><br>Making relationships. | Making relationships.<br><br>Transition to Nursery/ Reception | |
| R | | | | | | | | | |
| | Relationships | | | Living in the Wider World | | | Health and Wellbeing | | |
| Y1 | Families and friendships<br><br>Roles of different people; families; feeling cared for | Safe relationships<br><br>Recognising privacy; staying safe; seeking permission | Respecting ourselves and others<br><br>How behaviour affects others; being polite and respectful | Belonging to a community<br><br>What rules are; caring for others' needs; looking after the environment | Media literacy and digital resilience<br><br>Using the internet and digital devices; communicating online | Money and work<br><br>Strengths and interests; jobs in the community | Physical health and Mental wellbeing<br><br>Keeping healthy; food and exercise, hygiene routines; sun safety | Growing and changing<br><br>Recognising what makes them unique and special; feelings; managing when things go wrong | Keeping safe<br><br>How rules and age restrictions help us; keeping safe online |
| Y2 | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |

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|---|---|---|---|---|---|---|---|---|---|
| | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Y3 | Families and friendships<br><br>What makes a family; features of family life | Safe relationships<br><br>Personal boundaries; safely responding to others; the impact of hurtful behaviour | Respecting ourselves and others<br><br>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | Belonging to a community<br><br>The value of rules and laws; rights, freedoms and responsibilities | Media literacy and digital resilience<br><br>How the internet is used; assessing information online | Money and work<br><br>Different jobs and skills; job stereotypes; setting personal goals | Physical health and Mental wellbeing<br><br>Health choices and habits; what affects feelings; expressing feelings | Growing and changing<br><br>Personal strengths and achievements; managing and reframing setbacks | Keeping safe<br><br>Risks and hazards; safety in the local environment and unfamiliar places |
| Y4 | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe<br><br>Medicines and household products; |

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|---|---|---|---|---|---|---|---|---|---|
| | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | drugs common to everyday life |
| Y5 | Families and friendships<br><br>Managing friendships and peer influence | Safe relationships<br><br>Physical contact and feeling safe | Respecting ourselves and others<br><br>Responding respectfully to a wide range of people; recognising prejudice and discrimination | Belonging to a community<br><br>Protecting the environment; compassion towards others | Media literacy and digital resilience<br><br>How information online is targeted; different media types, their role and impact | Money and work<br><br>Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Physical health and Mental wellbeing<br><br>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Growing and changing<br><br>Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe<br><br>Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Y6 | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |

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| | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
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### 3.2 How we teach it

- PSHE lessons take place weekly and are delivered by the class teacher.
- Some parts of the PSHE curriculum, where relevant, are taught in conjunction with the Science curriculum.
- All pupils will be included in PSHE lessons, with adaptations being made for pupils with SEND.
- Controversial topics or difficult questions from pupils will be responded to sensitively, and teachers don't let their personal beliefs and attitudes influence teaching
- The resources used for teaching PSHE are provided by the PSHE Association
- Early learning goals (ELGs) as set out in the EYFS statutory framework will be met by ensuring that there is ongoing provision and support for children to develop relationships, manage feelings, manage transitions and to develop in self-confidence.

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### 4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## 5. Monitoring arrangements

The delivery of PSHE is monitored by Ms Sanis through:

Learning walks, discussions with pupils and scrutiny of floor books.

This policy will be reviewed by Ms Sanis every two years. At every review, the policy will be approved by the Governing Board

## 6. Links with other policies

This policy links to the following policies and procedures:

- Relationships, sex and health education (RSHE) policy
- Behaviour policy