

Hoo St Werburgh
Primary School

&

The
Marlborough



Hoo St Werburgh Primary School

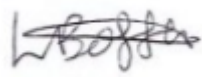
&

The Marlborough

PSHE: Personal, Social, Health & Economic Education Policy

September 2025

Signatories

Head of School	Mrs L Boffa	
Executive Head	Mrs E Poad	
Chair of Governors	Mrs A Costidell	

Members of Staff Responsible:

Mrs L Boffa	Head of School
Mrs L Banks	Head of Inclusions and Pastoral Services

Review

Dated	September 2025
Next Review	Yearly – September 2026

Introduction

Hoo St Werburgh Primary School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education, and despite it being a non-statutory subject, it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives. The subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Aims & Objectives

The aims of this policy are to:

- To set out the expectations of PSHE within Hoo St Werburgh Primary School.
- To outline how PSHE will be delivered across the school.
- To ensure that all members of the school community understand how we support our children in becoming valued members of society.

Personal, Social, Health and Economic Education (PSHE) and Citizenship should enable children to become healthy, independent and responsible members of society. As a school, we will use the statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

At Hoo St Werburgh, we encourage our pupils to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth.

The aims of PSHE and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- make the most of their ability.

Teaching and learning

At Hoo St Werburgh, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, to develop themes and share ideas e.g. circle time, oracy assembly. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities.
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves.
- We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.
- Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.
- Children can also be rewarded on a daily-basis if they exhibit a particular character value

Early Years Foundation Stage

Personal, Social and Emotional Education is one of the three Prime Areas and we teach PSHE and citizenship as an integral part of the topic work covered during the year through the Early Learning Goals (ELGs). All areas of learning are important and inter-connected, but the PSE area is vital for building their capacity to learn, form relationships and thrive.

The EYFS Framework states that: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It also splits the Prime Area into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and their consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

A child must achieve the age-related expectation in each of these three areas to obtain the Early Learning Goal at the end of the Reception Year.

PSHE and Citizenship Curriculum Planning

We teach PSHE and citizenship in a variety of ways. We have developed our own scheme of work using the PSHE Association's scheme of work for PSHE and Citizenship alongside our Character Values based curriculum. Each year group's PSHE objectives provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts. A formal written plan for each objective of the PSHE curriculum is not needed as it should be evident that these are met during other lesson plans, the KS1 and KS2 Learning Journey Curriculum Plans. The majority of the school's plans also provide a section for teachers to state which LORIC character will be explored in a lesson and will try to ensure that they refer back to this in the lesson.

To support class teachers delivering relationships and sex education (RSE), each year group has access to *A Better Medway's* resources and lesson plans which will help teachers to include all elements of the new statutory guidance for relationships education.

Some of the time, we introduce PSHE through other subjects such as science and geography. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship curriculum through our religious education lessons.

We also develop PSHE and citizenship through activities and whole school events, for example Anti-Bullying / Kindness Week, Multicultural Arts Week, Sports Day etc.

Fundamental British values

Explicitly within PSHE lessons and assemblies, as well as in our everyday interactions with children and embedded in our development of SMSC, we teach about and promote the four fundamental British Values.

These are: Democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

ICT and Internet Safety

Information and Communication Technology offer an important tool through which the teacher can motivate pupils. It is used to support the individual child's learning, helps with research and enables information to be manipulated and retrieved. Information and Communication Technology can give invaluable opportunities to develop and apply PSHE and Citizenship skills and knowledge already learnt.

Our ICT curriculum teaches pupils to be responsible online and educate them about the need to develop a positive and safe online profile.

Inclusion

At Hoo St Werburgh we teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education for all children. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment and Recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep a record of children's skills in this subject, which we discuss with parents during Parents' Evenings and additional meetings/discussions that take place throughout the year. Evidence of PSHE activities undertaken is also recorded in whole class floor books, which can be shared with both parents and visitors during visits to the school. Teachers report on PSHE to parents in the annual school report.

Link with other policies

- Sex Education, PE and Science policies - link with Personal and Health Education strands.
- Behaviour policy - links with citizenship/social education.
- Equal Opportunities policy - links with the Personal and Social Education strands. Health and Safety Policy - links with the Health Education strand.

Resources

PSHE resources are constantly being reviewed, changed and improved to ensure that children are receiving the most up to date information that will assist teachers and teaching assistants in delivering high quality PSHE sessions. This will also support their class and group discussions and how they can link PSHE to other subject areas.

A Better Medway and The PSHE Association provide a number of resources that teaching staff will be made aware so that they can make use of any appropriate resources linked to a particular strand of PSHE.

A range of resources is being collected to assist with supporting and enhancing learning in PSHE. PSHE documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate.

Monitoring and Review

The PSHE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

The Subject Leader supports colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

This policy is monitored by the Governing Body and will be reviewed in two years or earlier if necessary.

Responsibilities

The Governing Body of Hoo St Werburgh Primary School is responsible for determining the content of the policy and the Head of School for implementation.