



PSHE Policy

November 2025

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1. Aims

At Sandgate Primary School our PSHE programme of study promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of later life. We have tailored the PSHE Associations' 'Programme of Study' to suit our pupils, school and community; giving careful consideration to our school ethos and aims and our pupils' needs, as well as the universal needs shared by all pupils (see Appendix A).

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 courtesy, friendship, determination, respect, equality and compassion.

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
- › We must teach relationships and sex education (RSE) 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).

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. Appendix B shows the Long Term Plan, curriculum vision, substantive and disciplinary knowledge and an example of a unit plan for a year group.

3.2 How we teach it/Implementation

We follow the PSHE Associations' three core themes: Health and Wellbeing; Relationships; and Living in the Wider World. Each year group covers content related to each theme every year, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. Prior learning is revisited, reinforced and extended in age appropriate contexts. We avoid, where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these.

Where possible we make cross-curricular links between PSHE and other subjects; this is particularly true and relevant in English, Religious Education, Physical Education, Science and Computing, with other content also linking to History, Geography and Maths.

PSHE learning comes in many different forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers, cross-curricula lessons and discrete lessons.

During PSHE sessions pupils are encouraged to both ask and answer questions, to deepen their knowledge and understanding. A great deal of time is spent considering real-life scenarios and possible responses to them.

Pupils are taught in a safe and supportive learning environment. We ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

The school has cross referenced the units taught with changes expected in the new statutory guidance in September 2026. Additional content has been added to curriculum maps to include – conflict resolution across all year groups, online safety (expanded to cover AI risks, deepfakes, scams, incel culture, online misogyny, and harmful influencers in year 6), emotional regulation, and personal safety.

Right to withdraw

Parents do not have the right to withdraw their child from the statutory Relationship Education or Health Education strands of PSHE; however, they do have the right to withdraw their child from the non-statutory/non-science components of sex education within PSHE. Please see our SRE policy for further details.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

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 the FPC hub through: lesson observations, planning scrutinies, book looks, review tasks and learning walks.

This policy will be reviewed by Lianne Jones, FPC hub lead, every year. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- › RSE policy
- › EYFS policy
- › Behaviour policy

Appendix A

PSHE Progression of Skills

“Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.” (PSHE Association, 2020)

Our PSHE programme of study incorporates the statutory guidance for Relationships Education and Health Education.

The document below outlines the objectives to be covered by each year group for PSHE. The expectation is that each objective in bold must be covered by the given year group, as these are new objectives rather than revision. It would be beneficial for the ‘revision’ objectives to also be covered, where it is deemed appropriate and where time allows. Many of the objectives naturally lend themselves to cross-curricula teaching.

Inclusive of these plans is also the SRE units.

Overview of Units – Long Term Plan

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
↓					
YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
↓					
YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
↓					
YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
↓					
YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
↓					
YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World
↓					
YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships	Relationships	Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World

Curriculum Vision: PSHE

The aim of the PSHE curriculum at Sandgate Primary is to progressively build knowledge, such that all pupils are supported to know more and do more as they move through the school, on to secondary education and into later life. The curriculum is designed around both substantive and disciplinary concepts to ensure that all pupils successfully learn the discipline of PSHE, along with the practical and theoretical knowledge that comprises the subject. The curriculum is supported by rigorous assessment approaches that accord all pupils the opportunity to demonstrate what they know and can do, whilst allowing gaps to be identified and addressed without impacting negatively on learning.

Substantive Threads: PSHE

Each unit within the PSHE curriculum at Sandgate, supported by the PSHE Association and [Teaching RSE with Confidence](#), is designed to progressively develop the following practical and theoretical strands of substantive knowledge:

- **Identity & Relationships** - studying relationships and identity within our own families and those of the wider community.
- **Health & Well-Being** - healthy eating, exercise, looking after your body and mind.
- **Beliefs & Values** – learning that different beliefs have different values and customs, some of which may be different to your own [personal opinion](#).
- **Diversity & Equality** - everyone is different and everyone should be included.
- **Living in the Wider World** – learning about different communities they are in as well as wider communities within in the wider world.
- **RSE- Sex and Relationships Education**- understanding feelings that come with relationships including friendships, such as love, sexuality, and different family dynamics.

Disciplinary Threads: PSHE

Each unit within the PSHE curriculum at Sandgate, supported by the PSHE Association programme of study. It is designed to progressively develop children's knowledge of the discipline of PSHE. Units have been organised around developing this in the following areas:

'Personal knowledge'

By allowing pupils to understand their own relationship to the subject matter, we learn about ourselves and those around us. This is important because it ensures that we live a safe and healthy life whilst making positive contributions to society. For Example;

- Citizenship, understanding the ways in which different communities work, live and co-exist with each other.
- Health, thinking about our own health as well as the health of others and how we can influence our overall wellbeing through diet, excise and keeping a healthy mind.

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Relationships		Health and Well Being		Living in the Wider World	

<p>Necessary Context for Learning</p> <p>When exploring the scenario cards ("what would you do?")...</p> <p>When watching a presentation delivered by Kent Fire and Rescue service...</p> <p>When practising crossing the road safely (may incorporate into a trip).....</p>	<p>...pupils learn</p> <p>Healthy Lifestyles</p> <p>That a physically healthy lifestyle involves daily exercise, a balanced diet (and the food groups), good hygiene, drinking water and getting enough sleep.</p> <p>That medicines (including vaccinations and those that support allergic reactions) can help people stay healthy.</p> <p>That a mentally healthy lifestyle involves talking about our feelings and emotions, spending time doing things we enjoy, playing outside, spending time with family and friends, resting and relaxing, and getting enough sleep.</p> <p>That it is important to take a break from TV, tablets, games consoles and the internet. That their choices and decisions will have good and not so good consequences and that they must consider these before making a real informed choice.</p> <p>Families and close positive relationships</p> <p>That everyone has different likes and dislikes and to identify some of their own.</p> <p>Some simple strategies for managing feelings, including sadness, anger and loneliness.</p> <p>That it is important to ask for help with feelings and how to ask for it and that these strategies will help us as we grow and develop.</p> <p>That there are some physical differences between males and females, such as their external genitalia and know the names for the main parts of the body, including using the names penis and vulva for external genitalia. (RSE lessons 2 & 3)</p> <p>Keeping Safe</p> <p>About fire safety: that they must never play with fire or matches; that if their clothes were to catch fire they should stop, drop and roll; that if there was a fire they should stay low on the floor; that they must 'get out and stay out'; that they must never hide during a fire.</p> <p>About road safety: that they should hold an adults hand when crossing the road and they should stop, look and listen before crossing; that they should cross at pelican or zebra crossings whenever possible; that they should never cross if there is something obstructing their view of the road.</p> <p>About online safety: why it is important to keep passwords and personal information private when online; how to report a concern; that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>About sun safety: that they need to wear sun cream and to cover up with appropriate clothing and hats to protect their skin from the sun damage.</p> <p>How to respond safely to adults they do not know.</p> <p>To reflect on times that they have kept themselves and others safe and that if they feel unsafe or worried for themselves or others, they should always talk to a trusted adult</p>
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PREREQUISITES

- That a **physically healthy** lifestyle involves daily **exercise**, a **balanced diet** and good **hygiene**, and that a **mentally healthy** lifestyle involves talking about their **feelings** and **emotions** and spending time doing things they enjoy.
- That there are **good and not so good feelings** and that these include feeling **happy**, feeling **sad** and feeling **angry**.
- The names for the main parts of the body, include using the name **penis** and **vulva** for external genitalia.
- About **online safety**: To know that if they have a concern about any content that they see online such as a picture or video, they should tell an adult. To also know the SMART rules.

SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- I know that...
- The similarities are / the differences are ...
- To some people, _____ means that... but to others, _____ means that...
- I believe that... / I think that... / I feel that...