



Policy for Personal, Social, Health and Economic (PSHE) Education, including Relationships and Sex Education (RSE)

Introduction

This policy explains how Springfields First School teaches Personal, Social, Health and Economic (PSHE) education. It also includes Relationships Education, Relationships and Sex Education and Health Education (RSHE) which all schools must teach.

This policy has been written using information from the Department for Education's (DfE) [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance \(2025\)](#) and other relevant guidance document and statutory requirements.

Since 2019, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations made under sections 34 and 35 of the Children and Social Work Act 2017, requires, by law, that all schools must teach children about relationships and health.

PSHE helps us to keep children safe. It also helps to prepare them for life as they grow up. We teach PSHE in a way that suits the age and stage of our pupils.

With the support of the Pan-Staffordshire PSHE Education Service we have created this policy to show what and how we teach in PSHE and why it is important.

What is PSHE?

PSHE is the curriculum subject designed to help children and young people stay healthy, safe and prepared for life and work. There are parts of PSHE that the school has to teach, this is outlined in the RSHE guidance, and children and young people learn, in an age-appropriate way to:

- Recognise and manage their feelings
- Build healthy friendships
- Stay safe online and in their communities

- Make positive choices
- Look after their body and mind
- Respect other people
- Describe parts of the body and how it changes

Other elements are not statutory, but we believe are important for children to learn about, this includes content such as economic wellbeing (in maths, Enterprise Day, PTFA events and school fundraisers) and career-related learning (in science and other subjects.)

PSHE education helps children to feel confident, solve problems and know what to do if something worries them. It teaches them to make safe, kind and sensible choices as they grow up.

Why is PSHE Important?

Our PSHE programme also links to our school values of 'Achieving Excellence Together' and our 'Springfields Promise' based on our three school rules: Be Ready, Stay Safe and Show Respect. The 'Springfields Promise' is agreed between pupils and staff at the start of each academic year and is shared with parents and carers.

Aims for PSHE education

PSHE education aims to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHE education makes a significant contribution to KCSIE and to safeguarding children and young people. It also supports children and young people's Spiritual, Moral, Social and Cultural Development. British Values are taught through assemblies, 'Picture News' displays and discussions and they are displayed in every classroom.

PSHE education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Learning at Springfields

Springfields First School follows the National Curriculum providing a curriculum that has breadth, depth and is ambitious. Our spiral curriculum is built on pupils' prior knowledge and it works towards agreed end points. We aim to equip each child with the skills they need for lifelong learning. We aim to develop happy children who love learning, behave appropriately and are proud of their achievements. We believe that learning should be fun, purposeful and challenging.

We believe that strong partnerships with individual children, the whole class, our colleagues, with governors and with parents and carers, will lead to effective teaching, high standards and successful learning.

Through positive attitudes we can develop the whole child meeting individual needs: emotional, social and educational. We provide a safe and inclusive environment where diversity is celebrated.

Children educated at Springfields First School are encouraged to be tolerant, resilient and confident. The school works in close partnership with the community to develop future citizens who will lead happy, rewarding lives and be prepared for what tomorrow brings.

We know parents and carers play an important role in teaching their children about relationships, growing up and keeping safe. We also know that some parents and carers may not feel confident talking about these topics. Our PSHE lessons help make sure all children get the information they need to stay safe and make healthy, positive choices.

Curriculum Planning

We deliver a well-planned PSHE programme based on a spiral curriculum, where key themes are revisited and built upon over time. This is outlined in our long-term curriculum plan which can be found in Appendix 1. This approach ensures that pupils deepen their understanding and develop the skills they need to thrive both in school and beyond. Our curriculum is designed to:

- Provide our children with the knowledge, confidence and self-awareness to make informed, positive choices and decisions to keep themselves and others safe
- Develop knowledge and understanding of positive, healthy and respectful relationships
- Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives
- Help our children reflect on and make sense of their personal and social experiences.
- Promote positive attitudes towards maintaining good physical and mental health through safe and healthy lifestyles
- Foster respectful and caring relationships with others
- Encourage and care for the environment
- Support our children in understanding, managing and regulating their emotions, building resilience, and becoming independent, curious problem-solvers
- Support our children to use the internet and digital technologies safely and responsibly
- Ensure they know when, how and where to access appropriate support

Pupils understanding of reproduction and birth taught within the context of loving and caring relationships is taught in Upper Primary or Middle School, not at Springfields First School.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children and young people are effective learners

Our PSHE curriculum is based on the needs of the children in the school with clear learning outcomes appropriate to their age, development, ability and level of maturity. PSHE will be firmly embedded within our broader curriculum, including in Science and PE, in addition to more focused learning in PSHE lessons, circle-time, whole school circles, assemblies, displays, enrichment opportunities, agency/visitor input, UNICEF Rights of the child and weekly 'Picture News' discussions.

The DfE has set out guiding principles for effective RSE delivery. These principles are utilised to inform our programme., These principles are reflected throughout this policy:

- Engagement with pupils

- Engagement and transparency with parents/carers
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participatory education
- Whole school approach

Pupil Voice and a Need-Led Curriculum

Listening to the voices of our children is an important part of our PSHE programme. We provide opportunities for pupils to share their views and experiences of PSHE through class discussions, feedback activities such as worry boxes, pupil survey, school council. Our children are encouraged to share their views and these are listened to, valued and respected.

Information gathered from pupil voice, alongside other sources of data, including safeguarding, behaviour, local data and intelligence, is used to inform curriculum planning and teaching approaches. This helps ensure our PSHE curriculum is relevant and responsive to our local context and the needs of our children.

Examples of promoting this at Springfields include: encouraging healthy eating at break times with free fruit provided, healthy lunches, being part of SCC Little Heroes campaign for attendance, celebrating good attendance with monthly, termly and yearly awards, promoting walking to school and visits from health professionals such as the school dental team.

The Curriculum

PSHE is taught to every year group throughout the school from Pre-school to Year 4. In the Early Years Foundation Stage (EYFS) our children are taught PSHE through Personal, Social, Emotional Development (PSED).

At Springfields First School, the curriculum is age-appropriate and progressive, building on the children's knowledge and skills year on year. Our content and delivery support our children to develop a positive view of healthy relationships, being healthy and keeping safe. We use learning objectives in each year group that support the outcomes outlined in the DfE's RSHE guidance. The learning outcomes/curriculum map for each year group can be found in Appendix 1.

Some elements of PSHE are delivered through the National Curriculum for Science:

- Year 2
 - Pupils should be taught to:
 - Notice that animals, including humans, have offspring which grow into adults
 - Describe the importance for humans of hygiene

Below is a list of topics covered by our PSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness

- Being safe
- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs/medicines and dangerous chemicals in the home (alcohol, tobacco and vaping are covered in Upper Primary or at Middle School not at Springfields First School)
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

As part of PSHE, children will be taught scientific names for genitals in an age-appropriate and sensitive way. In Year 2 in Unit 4 – Power in Relationships, the words we use are: genitals, vulva, vagina, penis. In Year 4 in Unit 10 – Puberty these words are revisited along with puberty, breasts, testicles and body odour. The learning outcomes for these units can be found in the curriculum maps for Years 2 and 4 in Appendix 1.

As outlined in the RSHE guidance, it is important that our curriculum is relevant and responsive to the needs of our children. Therefore, the PSHE Lead together with the Designated Safeguarding Lead (DSL) will frequently review the curriculum to ensure to address current safeguarding needs and trends in order to keep children safe. This may mean that we need to add content to the programme. Where this is the case, parents and carers will be informed in advance and be able to request access to the resource that will be used. Other current issues may be shared with parents on the school weekly newsletter such as warnings shared about the dangers of microwaving Needohs and squishy toys which can cause severe burns to children.

Resources

As with other subjects, the breadth of the PSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. These are provided through The Oak Academy and other quality-assured reputable sources including the PSHE resource library at the PSHE Education Service for Stoke-on Trent and Staffordshire (pshestaffs.com), NSPCC and Twinkl. All resources are reviewed prior to teaching to ensure they are accurate, age-appropriate, and evidence-based. The resources are selected by the class teacher. High quality resources are shared by the DSL, the PSHE lead and other members of staff. Details of visitors coming into Springfields are available on the school weekly newsletter, class newsletters or via letters to parents and carers as appropriate. Parents are able to view the resources and activities we use. For example, NSPCC workshop resources are shared with parents before the workshop and assembly take place. Information about the PSHE content is to be covered is shared with parents via the class newsletters at the start of each term. PSHE floor books are available in each class for parents to view whenever they are in school e.g. monthly family reading sessions, book look sessions and ‘Stay and Play’ in Early Years. If parents or carers wish to view the material to be taught in specific lessons, this can be done by arrangement with the class teacher.

We encourage engagement from parents and carers in our PSHE programme. If you would like to discuss any of the resources in more detail, please contact your child’s class teacher, Mrs J Trillo the PSHE lead teacher or Mrs E Goodfellow Acting Headteacher and DSL.

Sex Education

As a school we do not teach Sex Education, except that outlined in the National Curriculum for Science. Therefore, the Parental Right to Withdraw does not apply to our curriculum.

Teaching and Learning

We deliver our PSHE Curriculum through a weekly timetabled PSHE lesson across the school. PSHE is also delivered in school assemblies, through cross-curricular opportunities and in PSHE 'circles' across the school three times a week. Children from each year group make up each circle. Monday is a circle 'check-in' with a question to discuss, there is a class 'check-up' on a Wednesday and Friday has a circle 'check-out' time. At Springfields, we also use Picture News and/or material from UNICEF Rights of the Child weekly to prompt discussions in classes. Many of our corridor displays are linked with PSHE in our school. Each class has a PSHE display area including British Values. We also benefit from having an ELSA room which is welcoming, calm and a safe space.

PSHE is taught through a range of teaching methods including group and whole-class discussions, scenarios, role play and other age-appropriate interactive and participatory activities.

We ensure our curriculum is a balance of knowledge, skills and attributes to enable children to make healthy, safe choices relevant to their lives incrementally.

We ensure that we follow an evidence-based framework of teaching and learning in PSHE to ensure that we are in line with best practice and statutory requirements. Our staff follow this through their long, medium and short term PSHE planning. All teaching staff are supported to deliver PSHE effectively with the PSHE lead sharing best practice or recommended resources with staff at staff meetings or by email. The DSL provides all staff with monthly safeguarding updates/training and regular online safety training sessions to meet this framework.

The personal beliefs and attitudes of staff will not influence the teaching of PSHE. A balanced and non-judgmental approach will be taken. Staff delivering or contributing to PSHE will work to the agreed values within this policy.

Within PSHE children will develop confidence in talking, listening and thinking about relationships, keeping safe, staying healthy and issues relating to puberty. To achieve this, a range of teaching strategies will be used including:

- Establishing group agreements with pupils
- Using distancing techniques such as using case studies, scenarios
- The provision of a 'question box' during each planned session (in Key Stage 2)
- Responding to children's questions in an appropriate manner
- Using interactive and participatory teaching methods, with opportunities for discussion
- Opportunities for reflection.

External Providers

Occasionally we utilise external providers to enhance our delivery of PSHE. All external providers deliver in line with our PSHE policy, safeguarding procedures and our Visitor Policy. Where an external provider is utilised, we will make sure that any materials used are appropriate, and are in line with our legal duties around political impartiality. Any resources delivered by an external

provider will be made available for parents and carers before delivery. Examples of the external providers we use are: NSPCC, School Dental Service and Bike Ability.

Establishing a Safe Learning Environment

PSHE education covers a range of topics that are close to the real-life experiences of our children. It is essential to establish a safe learning environment, where they are not put at risk of emotional harm. We want our children to feel safe and participate in our PSHE lessons. To help every child to take part, staff will make a group agreement with each class. This agreement explains how we treat each other with rights, responsibilities and respect. Everyone will agree to follow it. The agreement will also explain the rules for asking questions.

Responding to Questions and Managing Disclosures

As with any topic, pupils will ask questions during PSHE to further their understanding, it is important to our school that our children feel able to ask questions and that our staff are confident in responding. We support children to ask questions, and we recognise that some children may feel less comfortable to do so. Staff will therefore encourage pupils to ask questions during sessions. Due to the sensitive topics PSHE explores, staff will employ strategies to ensure that the questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind children that questions are not to be personal but general. For example, asking about the staff member's own experiences, or directly naming themselves or other class members.

In Key Stage 2, when children can write independently, they will be introduced to the 'question box' where they can place their written question. This allows staff the opportunity to group questions into themes and filter any that might need to be answered on an individual basis, or in some cases, referred to parents and carers.

Due to the nature of PSHE education, pupils' learning may result in them making a disclosure. All staff will be mindful of their safeguarding role. They will follow the school's safeguarding policy if a question raises concerns of this nature or if a disclosure is made. External providers are bound by our safeguarding and confidentiality policies and not their own.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the staff member will remind pupils of the rules set in the group agreement
- If the staff member does not know the answer to a question, the staff member will acknowledge this and will either research the question and provide an appropriate answer later if related to the topic being taught and appropriate for the age group or will speak to the PSHE Lead or Headteacher
- If the question is too explicit, outside set parameters, inappropriate in a whole class setting or raises safeguarding concerns the staff member will attend to it on an individual basis, this could include sharing the question for parents and carers to respond to.

Sometimes children may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE Lead as part of the evaluation and monitoring process.

Accessibility of the Curriculum

Whenever possible, it is not our school's policy to withdraw children with special educational needs from PSHE education to catch up on other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all children are enabled to develop key skills, knowledge and attributes developed through our PSHE curriculum,

Our staff are enabled to adapt the curriculum content to meet the needs of the children in the class and to adjust the learning content in order to meet the learning outcomes and needs of the group.

The teaching assistant with responsibility for pastoral support is ELSA trained and provides additional emotional support to those children who would benefit from it or those who are more vulnerable and need extra support.

We ensure that the aspects of PSHE are inclusive and relevant to all our children. We relate this to our children by referring to our three school rules, for example if a child is unkind to another child, we talk to them about being respectful when speaking to others and choosing to use kind words or if their play becomes too rough, we talk to the children about staying safe - ourselves and each other.

We are required to comply with the requirements of the Equality Act 2010. As a school we value diversity, encourage respect for all and promote the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

As a school we will deliver PSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect.

We also recognise and respect the diverse ethnic, religious and cultural backgrounds of our children, as well as the variety of family structures they may come from. Our teaching and resources reflect this diversity, promoting inclusion and helping all children feel seen, valued, and respected in Relationships Education. When teaching PSHE we are sensitive and respectful to pupil's religious and cultural differences.

Some of our children may also have parents/carers, family members and/or friends who identify as gay, lesbian, bi-sexual or transgender (LGBTQ+). Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps to create a safe environment for all pupils and staff.

Under the Equality Act, the Public Sector Equality Duty requires schools to eliminate discrimination and promote equality in all aspects of school life, including policies and the curriculum. Schools have a legal duty to actively challenge discrimination and foster an environment where diversity is respected and valued.

To meet this responsibility as a school, we must help our children to understand and appreciate differences, and encourage respectful relationships with others, regardless of background or identity.

For more information, please refer to our school's policies on anti-bullying, equality, diversity, and inclusion.

Staff Training

All staff delivering PSHE are skilled and confident to do so. We undertake regular staff PSHE training needs assessment to identify areas for development. We provide regular training and updates to staff around PSHE through INSET days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations or attendance at an internal or external training event.

The PSHE lead attends regular networks, hosted by the Pan-Staffordshire PSHE Education Service to keep their knowledge and practice relevant and up-to-date.

Assessment

Assessing and evaluating activities can support curriculum design and adaptations to the PSHE curriculum to ensure it is relevant and engaging.

We use formative assessment activities to find out pupil's prior knowledge. This enables our staff to adapt/review and plan the subsequent lessons accordingly. Staff use effective questioning to see if the children have retained previous learning, use key vocabulary and highlight any misconceptions before moving on.

Following endpoint or summative assessments, our staff are encouraged to discuss with the PSHE lead anything they feel needs adapting or changing for the following term or year. Our curriculum endpoints can be found in Appendix 1.

Pupil voice discussions carried out by the PSHE lead are also used to evaluate the curriculum. If any recurring issues arise, these can be shared with the class teacher so they can be dealt with promptly. Each class has a 'Worry Box', these can be used to address any concerns raised by pupils in a timely manner by the class teacher, TA or ELSA lead. Staff have the flexibility to deal with situations as they arise to best support our pupils. Staff may use quizzes, discussions, post it notes, three stars and a wish or other activities to review the curriculum with the children. These evaluation activities can highlight the things which have gone well and what we can improve on.

Assessment of our children is an important aspect of PSHE education, it is not about 'passing' or 'failing' or about behavioural outcomes. Assessment should be a two-way process benefitting both staff and pupils. Our three school rules: Be Ready, Stay Safe and Show Respect encompass our high expectations for all of the children. These are shared with the children each day at school and in assemblies. Staff lead by example and we encourage every child to be the best they can be to 'Achieve Excellence Together.'

Staff work hard to develop strong relationships with the children and their families. This helps to create a safe, trusting learning environment. Alongside getting to know each child well, teachers liaise with the children's previous teacher to ensure appropriate starting points are identified.

The children's learning and progression are captured through examples of activities and learning undertaken in each class's floor book. These also provide the pupils with the opportunity to reflect on their learning as well as being readily available to show their parents and carers what they have been learning. 'Circle' discussions are shared with parents on the school newsletter ahead of discussing them within our groups so they may be talked about and shared at home as well. The reporting of individual achievement and progress in PSHE is shared with parents at Parent Consultation Meetings in the Autumn and Spring Terms and through a written report at the end of the Summer Term. Shorter reports are also sent home at the end of the Autumn and Spring Terms with a general comment about how the child is settling in/progressing/forming relationships etc.

Evaluation

Evaluating the PSHE curriculum is essential to ensure it is effective, inclusive and meeting the needs of all our children within the context of their community. Our evaluation is structured around the key areas of Intent, Implementation and Impact (see Appendix 1).

A range of activities to evaluate the curriculum are used including:

- Lesson observations
- Staff feedback
- Curriculum maps and planning documents
- Pupil Voice
- Behaviour and safeguarding data
- Parent/Carer feedback

Engaging Parents and Carers

We recognise that PSHE is strongest when there is communication and collaboration between school and home.

We recognise that parents are the first teachers of their children and welcome their engagement with our PSHE programme. We believe it is important that parents and carers fully understand the purpose and content of our PSHE curriculum, which includes our RSHE curriculum. Open communication and opportunities to ask questions help build trust and confidence in our approach.

As mentioned earlier, examples of the resources we plan to use are available for parents and carers to view by contacting the class teacher. We keep parents informed about what will be taught and when through termly and/or weekly newsletters. We encourage parents to view these resources so they can support their child's learning at home. It is important that RSHE delivered in school is explored in more detail within the context of individual families.

Our PSHE policy is available to parents and carers on the school website or by contacting the school office. We offer support and encourage discussion of topics at home by signposting to the [Pan-Staffordshire PSHE Education Service's website page for parents and carers](#) and through our 'Circle' start a discussion question shared on the weekly school newsletter. This gives the children and their families the opportunity to talk about the question before it is discussed at school.

We will regularly consult with parents and carers on an annual basis about any needs they may have in relation to our PSHE programme through our Parent Questionnaire.

Any parents wanting more information about our PSHE curriculum can contact Mrs J Trillo PSHE Lead or Mrs E Goodfellow Acting Headteacher and DSL.

Right to Withdraw

We will always try to work with parents and carers and listen to their views. Parents and carers can choose to take their child out of the sex education lessons (taught in Upper Primary or Middle School), except for the parts that are taught in science. There is no right to withdraw from any other element of the PSHE curriculum including Relationships Education or Health Education.

Policy Links

This policy compliments the following policies:

- Safeguarding including Child on Child Abuse
- Equality Policy
- ICT and Internet Acceptable Use
- Behaviour Policy
- Anti-Bullying
- Online Safety
- Special Educational Needs and Disabilities (SEND)

Creation, Consultation, Monitoring and Review of Policy

This policy was developed with support from the Pan-Staffordshire PSHE Education Service and in consultation with the whole school community, Consultation took place in the following ways: discussion at staff meetings, school council discussions, pupil voice activities and parent/carers, staff and pupil questionnaires. It was discussed and approved by the Governors of Springfields First School.

In creating this policy, we have also considered the government's statutory guidance for RSE and Health Education (2025).

The PSHE policy and curriculum will be reviewed in November 2027 *to ensure that it continues to meet the needs of pupils, staff, parents/carers and is in line with current DfE guidance. It will be reviewed* by the PSHE Lead, Head Teacher and Governors. The review will be informed by the following:

- Pupil and staff evaluation of the programme
- Teacher assessment
- Changes in legislation and guidance
- Parent/carers feedback - annual parent questionnaires

More Information

If you would like to discuss our PSHE provision further, please contact Mrs J Trillo PSHE Lead or Mrs E Goodfellow Acting Headteacher and DSL.

Complaints about PSHE will be handled in line with the school complaints policy, which is available from the school office.

Version Control

Created By	Approved Date	Changes Made	Review Date
Mrs J Trillo – May 2026		New Policy	November 2027