



South Hetton Primary School

PSHE Policy



Date Reviewed	September 2026
Next Review Date	September 2027

The National Curriculum framework states:

"Every state-funded school must offer a curriculum which is balanced and broadly based and which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

prepares pupils at the school for the opportunities, responsibilities and experiences of later life"

Why do we teach PSHE?

The PSHE Association states that, "PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged."

Introduction

Personal, social, health and economic education promotes pupils' personal, social and emotional development, as well as their health and wellbeing. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the spiritual, moral, social and cultural (SMSC) challenges and responsibilities they will face as they grow up and enter adulthood.

The skills and attributes developed through PSHE education are also shown (by the PSHE Association) to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. PSHE also introduces them to some of the principles of prudent financial planning and understanding. Relationships Education, Sex Education, and Health Education are statutory requirements in primary schools under updated DfE statutory guidance, and many aspects of this are taught through our PSHE curriculum.

Aims

At South Hetton Primary School, our aim is to equip all pupils with the essential knowledge, skills, and attributes they need to thrive both within school and in the wider world. Through our PSHE and RSE curriculum, we prepare children to become responsible, respectful, and resilient global citizens.

We provide high-quality Relationships and Sex Education (RSE) that supports pupils in understanding:

- The physical and emotional changes of puberty.
- Sexual development, health, and hygiene.
- Teaching correct anatomical vocabulary for body parts as a key safeguarding measure.
- The characteristics of safe, respectful, and loving relationships.

This education is delivered in an age-appropriate, inclusive, and sensitive manner, in line with statutory guidance. Teaching on biological sex, gender reassignment, and legal frameworks remains factual, impartial, and compliant with statutory requirements, without endorsing single contested views on gender identity. (Further details are outlined in our separate RSE policy.)

Our Goals in PSHE and RSE

We aim for all pupils to become:

- Independent thinkers who show resilience and perseverance in their learning.
- Ambitious learners with broadened horizons and high aspirations.
- Respectful and tolerant individuals, nurtured in an environment that celebrates diversity and inclusion.
- Collaborative team players who value empathy, teamwork, and togetherness.

Our curriculum reflects the statutory focus on:

- Online safety and wellbeing, including privacy, consent, digital risk, location settings, gaming monetisation, online financial harms, and managing peer pressure.
- Personal safety, including risks around roads, railways, water, fire, and public spaces.
- Mental health and emotional literacy, including managing grief, loss, bereavement, and loneliness.
- Inclusivity, recognising diverse family structures and supporting pupils with SEND.
- Teacher agency, allowing staff to tailor content to the needs of their pupils and community.

We strive to foster personal growth, emotional resilience, and social responsibility in every child, ensuring they are well-prepared for life in modern Britain.

Organisation

South Hetton Primary School uses a personalised programme based on guidance from the PSHE Association to deliver discrete PSHE lessons. Each year group covers the same unit at the same time which allows for a whole school approach. Units are organised by term and show progression through the learning outcomes (see medium term planning). The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all statutory content, for each year group.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of

this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

South Hetton Primary School have previously worked alongside Educate and Celebrate to develop pupils' respect, understanding and tolerance of others. We have now integrated the 'No Outsiders' program into our reading curriculum. This celebrates diversity and is done through age-appropriate story books.

PSHE, SMSC, British Values and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:

- Encouraging everybody to take responsibility for their actions through the agreement of class rules.
- Involving children in the setting of their targets for learning.
- Encouraging children to recognise and respect differences between people.
- The election of a Pupil Parliament in a democratic manner, which actively develops the direction of the school.
- Encouraging children to take responsibility for their behaviour.
- Wider Opportunities for Personal and Social Development
- The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
- Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
- Planning class visits and trips which widen children's experiences beyond the immediate local environment.
- Coming together as a school for collective worship to celebrate academic and personal achievements.
- Planning events which encourage the school to work together e.g. Christmas Performances, Parliament Week, Anti-Bullying Day.
- Promoting Healthy Lifestyles and Self-Confidence
- The provision of a range of lunch time and after school clubs (e.g. football, choir, dance, gardening club) which help foster a healthy lifestyle and encourage children to explore individual talents.
- Providing opportunities in school for children to learn a musical instrument.
- Access to high quality PE lessons and engagement with Easington SSP.
- Attention to the needs of SEND/EAL/MAT children.
- Involvement of the Whole School Community
- Encouraging parents/carers to support trips or whole school events.
- Involvement in local community activities.
- Close links with the church and parish council.
- Weekly newsletters sent to parents/carers.
- The school Facebook page.
- Assessment, Recording and Reporting of Progress

Teachers make meaningful assessments from each lesson and identify any child that has achieved over or under what is expected. This can inform their planning and any resources/support needed for the following lesson. Year group activity is monitored by the

Senior Leadership Team (SLT). Any cause for concern related to aspects of PSHE are reported to the SLT who will deal with it accordingly.

Entitlement and Equal Opportunities

Each class is allocated one hour per week for PSHE. Our medium term guides aim to cover the key aims outlined in the guidance from The PSHE Association as well as supporting pupils' SMSC and British Values development.

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy.
- Provide a multi-sensory approach using a variety of media.
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate.
- Use appropriate summative and formative assessment approaches to inform future learning.
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions.
- Continuing Professional Development
- In-service training will take place in accordance with school policy for staff development and within the constraints of the school's budget.

External Links

Support from outside agencies is an integral part of the PSHE programme. A planned programme of visits into and visits out of school will extend and enhance pupils' experience. Year 5 and 6 pupils have sessions with a school nurse to learn about healthy bodies and puberty. The school is regularly visited by professionals to provide information about keeping safe around water, electricity, fire, roads, railways, anti-social behaviour and online safety. We have close links with a PCSO who visits the whole school to support pupils in making risk assessments outside of school.

Review

This policy will be reviewed annually to meet school needs and in response to national and local policies.