



# PSHE Policy

Broadmayne First School

Approved by:	Governing Body	Date: July 2025
Last reviewed on:	July 2025	
Next review due by:	July 2027	

Whilst it is not a statutory requirement to have a PSHE education policy, it is recommended as it serves a number of purposes:

- it offers a whole school statement of intent through its aims for PSHE,
- it sets out an agreed approach to PSHE offering a clear framework for teaching, and a 'toolkit' for future decision-making,
- it clarifies the school's intended outcomes for its PSHE provision,
- it informs and reflects practice by outlining the content covered and teaching approaches.

Whilst PSHE education remains a non-statutory subject, Section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is:

*'An important and necessary part of all pupils' education.'*

It goes on to note that: *'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

### **The policy will be used by:**

- teachers and TAs to inform their planning and approach to delivering PSHE,
- parents and carers to understand the PSHE curriculum and how it benefits their children,
- health professionals, visiting speakers etc. to know the aims, objectives and values the school's PSHE promotes, agreed teaching methodologies and approaches for their work with pupils.

### **The policy aims to be sensitive to:**

- the religious and cultural views of the school community (remembering that under the Equality Act 2010, religion or belief are amongst the protected characteristics),
- the experiences of LGBTQ+ pupils (sexual orientation and gender reassignment are protected characteristics under the 2010 Equality Act); teaching related to sexual orientation and gender identity should be delivered clearly, sensitively and respectfully, in line with the statutory guidance, recognising that pupils' sexual orientation and gender identity may be emerging,
- a new version of **Keeping Children Safe in Education 2025** will come into force on 1 September 2025 which will include links to revised guidance on Relationships, Sex, and Health Education and revised guidance on gender questioning children,
- the needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND).

### **Aims and Objectives**

Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school, the wider community

(including the wider world), and to develop their sense of self worth. At Broadmayne we foster the values of Safe, Kind and Respect which will help the children become the best they can be in the world they inherit.

The statutory guidance for Health Education, Relationships Education and RSE covers broad areas of particular relevance and concern to young people today. It ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid), learning about safe, healthy relationships, (including understanding consent and negotiating life online), economic wellbeing and having the knowledge and skills for successful careers. PSHE gathers all of these aspects of preparing for modern life together into a coherent curriculum subject.

### The aims of PSHE are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- have respect for others
- 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
- understand what makes for good relationships with others
- become knowledgeable about strategies to promote mental health and wellbeing
- be independent and responsible members of the school community and beyond
- be positive and active members of a democratic society
- be aware of safety issues
- have basic first aid training
- be aware of online relationships and internet safety
- be provided with up to date and relevant information and have opportunities to develop that knowledge into personal understanding
- have opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- develop the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- have a developing understanding of money and ways to save and budget along with an understanding of 'need' and 'want'

### Roles and responsibilities

This policy and the content of the PSHE curriculum has been created by the PSHE lead, Rosie Crumbleholme and the Lead governor for PSHE Ali Garrett. The PSHE lead will review the policy regularly and will keep it up to date with any new legislation and ensure that it continues to meet the needs of the pupils, staff and parents.

The PSHE lead will also share professional development opportunities from the PSHE Association (and other organisations) as appropriate in order to support the safe and effective delivery of PSHE within Broadmayne First School. There are safe and effective interactive posters and guidance on 'Handling complex issues' and 'creating a safe learning environment' displayed in the staffroom.

The governors will approve this policy, and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory/non-science components of RSE.

## PSHE at Broadmayne First School - our vision

We believe PSHE is part of lifelong learning about spiritual, moral, cultural, mental and physical development. Through the teaching of PSHE, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding of themselves and of those around them. Children are also taught about personal space and privacy and what to do in an inappropriate situation.

This vision fits in perfectly with our school values of Safe, Kind and Respect.

At Broadmayne First School we have a commitment to equality and diversity which runs through the life of the school and is not just a 'topic' to be covered in PSHE alone.

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. This content is designed to help equip pupils with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. Our school has flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs, faiths and background of our pupils

Through our planned programme of world celebration days, we learn to appreciate what it means to be a positive member of a diverse multicultural society.

## How we teach PSHE at Broadmayne First School

Our PSHE programme is delivered through a weekly timetabled lesson, as well as ad hoc references and conversations as appropriate during the other teaching during the school day (for example, discussing gender equality in a history or science lesson or talking about rights and responsibilities during an assembly focussing on world news.) Although PSHE is a non-compulsory subject, as a school we understand that **PSHE has proven benefits** to health, wellbeing and academic success and can help keep the children safe, healthy and prepared for the realities of modern life.

The school follows the HeartSmart programme for PSHE but this is then reinforced with guidance and lessons from the PSHE Association and other organisations, especially in relation to economic education, along with our school values of Safe, Kind and Respect.

Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning; working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time and visiting speakers. All resources used are age-appropriate and are regularly reviewed.

We encourage the children to take part in a range of creative and practical activities that promote active citizenship, for example in charity fundraising, or the planning of school events which involve our community.

We use therapeutic techniques that involve discussion to resolve conflicts between the children and follow our school values of Safe, Kind and Respect for good models of behaviour.

We offer children the opportunity to hear visiting speakers, such as health workers, police, safety personnel and religious representatives, whom we invite into school to talk about their role in creating a positive and supportive local community.

We have regular assemblies which look at British Values, Protected Characteristics and events in the wider world and link these in with our PSHE learning.

We also have special themed days and weeks which focus on particular elements of the PSHE curriculum.

There is also an overlap between the programmes of study of Religious Education and PSHE and Citizenship.

We offer a residential visit to Year 4 children where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and cooperative skills through team building activities.

All children are given every opportunity to achieve their best. We meet the needs of all children by providing resources that reflect diversity and are free from discrimination and stereotyping and using a range of teaching strategies that are based on their needs, ensuring access to every activity where it is safe and reasonable to do so.

We teach PSHE to all children, regardless of their abilities. Our adults provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account any targets that may be set for the children in their Individual Education Plans and offer support as needed.

### **All staff will ensure that:**

- ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or lack of respect,
- all pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence, trust and support,
- all pupils understand the importance of equality, trust and respect,
- their teaching is sensitive and age appropriate in approach and content,
- all points of view they may express during the course of teaching PSHE are unbiased and free from personal opinion,
- the teaching of PSHE is delivered in ways that are accessible to all pupils,
- issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of PSHE,
- they use clear, unequivocal language in an objective manner.

Children are encouraged to feel able to ask questions, and understand that these are valued. Members of staff are aware that questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions - this links in successfully with our teaching and learning about British Values - Democracy, Rule of Law, Tolerance, Respect and Individual Liberty.

## Curriculum design

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of safe, positive relationships, such as family life and friendships.

There are 6 half termly units within the Heartsmart scheme and each class within the school will be looking at the same overarching unit at the same time. It is a cyclical planning approach so each unit will be revisited as the children move through the school with age appropriate content, all building on the previous year's learning.

Getting Heartsmart,  
 Don't forget to Let Love in,  
 Too Much Selfie Isn't Healthy,  
 Don't Hold on to What's Wrong!,  
 Fake is a Mistake! *and*  
 No way through isn't true!

The PSHE Association suggest three overarching topics within the curriculum which are broken down into nine areas of learning

Relationships			Living in the wider world			Health and Wellbeing		
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

Previously, all of our PSHE learning has been referred to as 'Heartsmart' with its 6 unit titles. As of September 2025 we will continue with the Heartsmart units as before but be more explicit with how this links into the three overarching themes from the PSHE association of 'Relationships', 'Living in the Wider World' and 'Health and Wellbeing' and

specifically the nine areas outlined above. This will help the children have a deeper understanding of their PSHE development and how the work we do which relates to these areas will help them become the best they can be in the world as they grow. We will also be adding to the content of the Heartsmart scheme in order to provide a full and in depth PSHE curriculum.

Our long term plan [LTP PSHE Broadmayne First School](#) covers the breadth of PSHE from all [statutory RSE requirements](#) (including Relationships Education and Health Education) and sets out suggested content for each key stage and year group.

The PSHE Association Programme of Study for PSHE education and the Heartsmart scheme will support us to provide a comprehensive programme that integrates, but is not limited to, the statutory content. At Broadmayne we aim to offer a broader PSHE programme which will also cover economic wellbeing and careers, as well as education for personal safety, including assessing and managing risk.

The learning opportunities in the programme of study will be used flexibly to plan our teaching according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others and there will be extensive overlap, so when planning schemes of work, teachers may draw from more than one theme.

The Programme of Study/Long term plan identifies a broad range of important issues, but it is essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our programme reflects the universal needs of all children, as well as the specific needs of the pupils in our school. We will make links and references to our PSHE learning throughout the school day wherever possible and appropriate.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way they will cover how to treat each other with kindness, consideration and respect. Children at our school will learn about families and people who care for them, caring friendships, respectful relationships, online relationships, being safe and what to do if things don't feel right.

## Living in the Wider World Education.

This theme covers a number of areas which young people need to know, relating to respecting others, being a responsible and contributing citizen of their community, their country and the wider world. It can include safety and risk management in the

community and online, finance and economics, politics, the environment, cultures and citizenship.

## Health and Wellbeing Education

Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Children at our school will learn about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, basic first aid and their changing adolescent body. The important lessons parents/carers teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued. Teaching at school will complement and reinforce the lessons taught at home, as children grow up.

## How we monitor and evaluate PSHE at Broadmayne First School

The delivery of PSHE is monitored by the PSHE coordinator through the agreed methods for subject leadership and monitoring used throughout the school.

- Short and informal lesson drop-ins
- Talking to the children
- 'Book looks' and the sharing of written work/photos
- Talking to parents
- Talking to staff

## Assessment

At Broadmayne we recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been covered, and how learning and understanding has progressed. Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons and other activities.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each year through our 'Sticky Knowledge' which is regularly shared and reviewed with the children and parents.

Assessment will offer the children the opportunity to reflect on their own progress. We keep records of the contribution to the life of the school and community in photographic form in the weekly newsletter and on the website. Our Celebration Assemblies promote personal achievement and celebrate our school values of Safe, Kind and Respect.

## Links to related school policies

Relationship Education and Relationship & Sex Education (RSE)

Citizenship Policy

British Values Policy

Drug Education

Anti-bullying

Science  
Physical Education  
Child Protection  
Extremism  
Religious Education  
ICT – E Safety on the Internet  
Behaviour