

DUNTON GREEN PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

APPROVED BY: FGB

APPROVAL DATE: SEPTEMBER 2026

LAST REVIEWED: SEPTEMBER 2025

NEXT REVIEW DATE: SEPTEMBER 2027

POLICY OWNER: DAISY HOLLIDAY

APPLIES TO: DUNTON GREEN PRIMARY SCHOOL



Introduction

At Dunton Green Primary School, Personal, Social, Health and Economic (PSHE) education is an important part of our curriculum and the wider life of the school.

PSHE helps pupils develop the knowledge, understanding, attitudes and practical skills they need to manage their lives now and in the future.

Through PSHE, we aim to support pupils to become confident, healthy, safe, responsible and active members of their communities.

PSHE is not limited to individual lessons. It is reflected in the relationships, expectations, values and experiences that shape daily life at Dunton Green Primary School.

2. Our Aims

Through PSHE education, we aim to enable pupils to:

- understand themselves and develop a positive sense of identity;
 - develop confidence, self-esteem and resilience;
 - recognise, understand and manage emotions;
 - develop healthy and respectful relationships;
 - understand how to keep themselves and others safe;
 - make informed choices about their physical and mental health;
 - understand the importance of healthy lifestyles;
 - recognise risks and know how to seek help;
 - understand rights, responsibilities and boundaries;
 - respect people whose lives, families, cultures, beliefs or experiences may differ from their own;
 - understand the importance of equality and inclusion;
 - develop independence and personal responsibility;
 - understand money and develop financial awareness;
 - contribute positively to school and the wider community;
 - develop the skills needed for future learning, employment and adult life; and
 - prepare for the opportunities, responsibilities and experiences of later life.
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3. Statutory Context

Schools are expected to make provision for PSHE education as part of a broad and balanced curriculum.

Within PSHE, some content is statutory.

At primary level this includes:

- Relationships Education; and
- Health Education.

Dunton Green Primary School also provides age-appropriate sex education as set out in the school's separate **Relationships, Sex and Health Education (RSHE) Policy**.

From September 2026, the school will have regard to the revised Department for Education statutory guidance for Relationships Education and Health Education.

The PSHE curriculum also supports the school's wider statutory responsibilities relating to:

- safeguarding;
 - equality;
 - SEND;
 - spiritual, moral, social and cultural development;
 - promoting fundamental British values; and
 - providing a broad and balanced curriculum.
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4. Relationship with RSHE

Relationships, Sex and Health Education forms an important part of PSHE at Dunton Green Primary School.

Detailed arrangements for:

- Relationships Education;
- Health Education;
- puberty;
- sex education;
- parental consultation;
- parental withdrawal;
- responding to sensitive questions; and
- the teaching of specific RSHE content

are contained within the school's separate **Relationships, Sex and Health Education (RSHE) Policy**.

This PSHE Policy should therefore be read alongside the RSHE Policy.

5. Our Curriculum

Dunton Green Primary School uses **Coram SCARF** as its principal PSHE curriculum programme.

SCARF provides a progressive and sequenced programme from the Early Years through to Year 6.

The curriculum is organised around six broad themes:

1. **Me and My Relationships**
2. **Valuing Difference**
3. **Keeping Myself Safe**
4. **Rights and Responsibilities**
5. **Being My Best**
6. **Growing and Changing**

These themes are revisited as pupils progress through school, allowing knowledge and skills to develop in increasing depth.

SCARF is supplemented where appropriate by other curriculum areas, assemblies, safeguarding education and wider school experiences.

The school retains responsibility for its curriculum. Teachers use professional judgement to ensure materials are appropriate to pupils' age, development and needs.

6. Curriculum Content

Our PSHE curriculum includes learning about the following areas.

Relationships

Pupils learn about:

- friendships;
- families;
- respect;
- kindness;
- communication;
- cooperation;
- resolving conflict;
- personal boundaries;
- recognising healthy and unhealthy relationships;
- bullying;

- seeking help; and
- relationships online.

Further detail is set out in the RSHE Policy.

Health and Wellbeing

Pupils learn about:

- physical health;
- healthy eating;
- exercise;
- sleep;
- personal hygiene;
- mental wellbeing;
- emotions and feelings;
- resilience;
- managing worries;
- seeking support;
- medicines and substances;
- risk;
- first aid;
- puberty; and
- growing and changing.

Keeping Safe

Pupils learn:

- how to recognise risk;
- about personal safety;
- about safe and unsafe situations;
- how to respond in an emergency;
- about online safety;
- about appropriate physical contact and personal boundaries;
- to recognise when something feels wrong;
- who trusted adults are;
- how to report concerns; and
- to keep asking for help until they are heard.

Living in the Wider World

Pupils learn about:

- belonging to communities;
- rights and responsibilities;
- rules and laws;
- democracy;
- caring for the environment;
- respecting difference;
- contributing to society;
- media and information;
- economic wellbeing; and
- preparation for future life.

Economic Wellbeing

Pupils develop age-appropriate understanding of:

- what money is;
- different ways money can be used;
- needs and wants;
- saving and spending;
- making choices;
- budgeting;
- the value of money;
- jobs and careers;
- how people earn money;
- financial risks;
- advertising and influence; and
- making increasingly informed financial decisions.

Financial education may also be reinforced through Mathematics and wider curriculum opportunities.

7. Teaching and Learning

PSHE is taught regularly as a planned curriculum subject.

Teaching approaches may include:

- whole-class teaching;

- structured discussion;
- stories and scenarios;
- role play;
- paired and group work;
- problem solving;
- reflection;
- practical activities;
- pupil questions;
- SCARF activities and resources;
- assemblies; and
- links with other subjects.

Lessons are designed to encourage pupils to think, discuss, reflect and apply their learning rather than simply remember facts.

Teachers establish clear expectations for respectful discussion.

Particular care is taken when teaching sensitive subjects.

8. Safe and Supportive Learning

PSHE should provide pupils with a safe environment in which to explore issues that affect their lives.

Teachers establish appropriate ground rules.

Pupils will be encouraged to:

- listen respectfully;
- recognise that others may have different views or experiences;
- use appropriate language;
- avoid making personal disclosures in front of the class;
- respect other people's privacy; and
- ask questions appropriately.

Teachers will not ask pupils to share personal information publicly.

Pupils will be reminded that adults cannot promise confidentiality if something they say suggests that they or another child may be at risk.

9. Safeguarding

PSHE is an important part of the school's preventative safeguarding curriculum.

Through PSHE, pupils develop the vocabulary, knowledge and confidence needed to:

- recognise potentially unsafe situations;
- understand boundaries;
- recognise inappropriate behaviour;
- identify trusted adults;
- ask for help;
- report concerns; and
- understand that abuse or unsafe behaviour is never their responsibility.

PSHE lessons may prompt pupils to disclose safeguarding information.

Where this happens, staff will follow the school's safeguarding procedures immediately.

Safeguarding considerations take priority over completion of a lesson or activity.

10. Answering Pupils' Questions

Pupils are encouraged to ask appropriate questions.

Teachers will respond in ways that are:

- factual;
- sensitive;
- developmentally appropriate;
- consistent with the school's curriculum; and
- mindful of safeguarding.

Teachers are not required to answer questions that are inappropriate for the age or developmental stage of the class.

Questions relating specifically to relationships, puberty or sex education will be handled in accordance with the RSHE Policy.

11. Inclusion and SEND

PSHE is an entitlement for all pupils.

The curriculum will be adapted where necessary to ensure that pupils with SEND can participate meaningfully.

Adjustments may include:

- simplified or clarified language;
- visual resources;
- additional modelling;
- breaking learning into smaller steps;
- repetition and reinforcement;
- pre-teaching vocabulary;
- additional processing time;
- adult support;
- smaller-group teaching; or
- alternative methods of recording.

Adaptation will not unnecessarily remove important safeguarding or personal-safety learning.

Some pupils with SEND may be particularly vulnerable to exploitation, bullying, unsafe relationships or misunderstanding social situations. Teaching will therefore be carefully adapted to ensure that pupils receive the knowledge and skills they need.

12. Equality and Diversity

PSHE teaching will reflect the diversity of the school community and modern Britain.

The curriculum will support pupils to understand and respect:

- different families;
- different cultures and backgrounds;
- different religions and beliefs;
- disability;
- difference and individuality; and
- the importance of equality.

Teaching will challenge:

- prejudice;
- discrimination;
- bullying;
- stereotypes; and

- discriminatory language.

No pupil should feel that their family, background or circumstances are considered less valuable than those of another pupil.

13. British Values and SMSC

PSHE contributes significantly to pupils' spiritual, moral, social and cultural development.

It also supports pupils' understanding of the fundamental British values of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect; and
- tolerance of different faiths and beliefs.

Through PSHE and wider school life, pupils are encouraged to:

- express opinions respectfully;
- listen to others;
- understand rules and responsibilities;
- make choices;
- respect difference;
- contribute to their community; and
- understand their role as responsible citizens.

14. Wider School Life

PSHE extends beyond formal lessons.

Pupils develop personal and social skills through:

- assemblies;
- pupil leadership;
- School Council;
- clubs;
- educational visits;
- residential experiences where applicable;
- sporting opportunities;
- collaborative learning;

- community activities;
- charity and fundraising activities;
- break and lunchtime experiences; and
- relationships with adults and peers.

Staff reinforce the principles taught through PSHE in their everyday interactions with pupils.

15. Cross-Curricular Links

PSHE has links with many other areas of the curriculum, including:

English

Communication, discussion, empathy and understanding different perspectives.

Mathematics

Financial education and decision-making.

Science

Health, the human body, growth, hygiene and aspects of reproduction.

Computing

Online safety, digital relationships and responsible use of technology.

Religious Education

Beliefs, values, families, communities and respectful understanding of difference.

Physical Education

Physical health, teamwork, resilience, fair play and wellbeing.

Geography

Communities, sustainability, citizenship and wider social issues.

Curriculum leaders will ensure that relevant links complement rather than unnecessarily duplicate PSHE learning.

16. Assessment

Assessment in PSHE is used to understand what pupils know, understand and can apply.

Assessment is not used to judge pupils' personal beliefs, family circumstances or private experiences.

Teachers may assess learning through:

- questioning;
- discussion;
- pupil reflection;
- SCARF assessment activities;
- written or recorded work;
- practical activities;
- pupil voice; and
- professional observation.

Where appropriate, teachers establish pupils' prior understanding before a unit and identify what has changed or developed by the end.

Assessment information is used to inform future teaching and identify misconceptions or gaps in knowledge.

17. Pupil Voice

Pupil voice is an important part of evaluating PSHE.

Pupils may be asked about:

- what they have learned;
- whether lessons help them understand relevant issues;
- whether they feel safe discussing appropriate topics;
- areas they would like to understand better; and
- their wider experience of school.

Pupil voice may be gathered through:

- discussion;
- questionnaires;
- School Council;
- focus groups; and
- curriculum monitoring.

Pupils will not be asked to disclose private personal experiences as part of curriculum evaluation.

18. Working with Parents and Carers

The school recognises parents and carers as important partners in children's personal and social development.

We aim to communicate openly about the PSHE curriculum.

Parents may:

- access information about the curriculum;
- raise questions or concerns;
- discuss individual needs with the school; and
- contribute to relevant consultation.

Detailed arrangements relating to parental consultation and access to RSHE curriculum materials are contained within the RSHE Policy.

There is no parental right to withdraw pupils from general PSHE education.

Any rights relating to withdrawal from specific non-statutory sex education are set out in the RSHE Policy.

19. Use of External Visitors

External visitors may contribute to PSHE where their knowledge or expertise adds value to the school's planned curriculum.

Examples may include:

- health professionals;
- police;
- fire and rescue services;
- charities; and
- other appropriate community organisations.

The school remains responsible for the curriculum.

Before an external visitor delivers content, staff will ensure that:

- the content is appropriate;
- resources have been considered;
- safeguarding expectations are clear;
- the session supports planned curriculum learning; and
- a member of school staff is appropriately involved.

External visitors do not replace high-quality teaching by school staff.

20. Roles and Responsibilities

Governing Body

The Governing Body will:

- ensure that the school provides an appropriate PSHE curriculum;
- approve this policy;
- ensure statutory RSHE requirements are met through the associated RSHE Policy;
- provide appropriate challenge and oversight; and
- hold school leaders to account for the quality of provision.

Executive Headteacher

The Executive Headteacher will:

- hold overall strategic responsibility for PSHE;
- ensure that appropriate curriculum provision is in place;
- ensure the school meets relevant statutory duties;
- ensure appropriate staffing, training and resources are available;
- maintain strategic oversight of the quality of PSHE; and
- report appropriately through governance arrangements.

Head of School

The Head of School will:

- oversee the day-to-day implementation of this policy;
- ensure PSHE is taught consistently across the school;
- support the PSHE Lead;
- ensure PSHE contributes effectively to the wider culture and pastoral provision of the school;
- respond to significant curriculum or parental concerns; and
- ensure emerging pupil needs are reflected appropriately in provision.

PSHE Lead – Maria Rawlings

The PSHE Lead will:

- lead the development of PSHE across the school;
- oversee implementation of SCARF;

- maintain an overview of curriculum coverage and progression;
- support teachers in planning and delivery;
- ensure resources remain appropriate;
- monitor teaching and learning;
- support assessment;
- gather and respond to pupil voice;
- identify staff development needs;
- provide curriculum guidance and support;
- work with the Head of School and Executive Headteacher to identify priorities; and
- ensure appropriate links between PSHE and RSHE.

Teachers

Teachers will:

- deliver the agreed PSHE curriculum;
- create safe and respectful learning environments;
- adapt teaching to meet pupil needs;
- monitor pupils' knowledge and understanding;
- respond appropriately to sensitive questions;
- identify and address misconceptions;
- report safeguarding concerns;
- reinforce PSHE principles through wider school life; and
- seek advice where required.

All Staff

All staff contribute to pupils' personal and social development through:

- modelling respectful relationships;
- promoting inclusion;
- challenging discrimination;
- supporting pupils' wellbeing;
- maintaining appropriate boundaries;
- reinforcing school expectations; and
- responding appropriately to safeguarding concerns.

21. Monitoring and Evaluation

The quality of PSHE will be monitored by **Maria Rawlings, PSHE Lead**, supported by the Head of School.

Monitoring may include:

- curriculum and planning reviews;
- learning walks;
- pupil voice;
- discussions with staff;
- review of pupils' learning;
- assessment information;
- evaluation of SCARF provision; and
- consideration of relevant pastoral, safeguarding and behaviour information.

Monitoring will focus on whether pupils are acquiring and applying the intended knowledge and skills, rather than simply on the quantity of written work produced.

Findings will be used to:

- identify strengths;
- identify curriculum gaps;
- support staff development;
- inform future planning; and
- improve provision.

The Executive Headteacher will maintain strategic oversight of curriculum quality and significant issues will be reported through appropriate governance arrangements.

22. Staff Development

Staff will receive appropriate support to deliver PSHE confidently and effectively.

This may include:

- SCARF training;
- curriculum briefings;
- safeguarding training;
- support with sensitive issues;
- SEND and adaptive teaching;
- assessment guidance; and
- updates relating to statutory RSHE requirements.

The PSHE Lead will identify and respond to emerging professional development needs.

23. Policy Review

This policy will be reviewed regularly to ensure that it continues to reflect:

- the needs of pupils;
- the school's curriculum;
- current statutory requirements;
- developments within SCARF; and
- evidence from curriculum monitoring.

It will normally be reviewed annually alongside the RSHE Policy during the initial implementation of the revised statutory guidance.

24. Links with Other Policies and Documents

This policy should be read alongside:

- Relationships, Sex and Health Education (RSHE) Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Anti-Bullying arrangements;
- Online Safety Policy;
- Equality Information and Objectives;
- Accessibility Plan;
- SEND Policy;
- SEND Information Report;
- Supporting Pupils with Medical Conditions Policy;
- Curriculum information; and
- relevant MAST policies and procedures.

Approved by: Governing Body

Executive Headteacher: _____

Head of School: _____

PSHE Lead: Maria Rawlings

Approval date: September 2026

Review date: September 2027