



# **PSHEE (Personal, Social, Health and Economic Education) Policy**

## Context

We are a Church of England junior school serving a diverse community in Telford. Our pupils come from a range of cultural, social and economic backgrounds, and we are committed to ensuring that every child is known, valued and supported to flourish.

We recognise that our pupils are growing up in an increasingly complex world, where they encounter a wide range of influences through family life, community, media and technology. Key contextual factors that shape our PSHEE provision include:

- The increasing role of digital technology and online interaction in pupils' lives
- A need to support mental health, emotional wellbeing and resilience
- Ensuring pupils understand how to keep themselves safe, including in relation to safeguarding risks such as exploitation, bullying and online harm
- Supporting pupils to develop respect for diversity and difference within our school and wider society
- Providing opportunities for pupils to develop character, aspiration and independence

As a Church of England school, our context is further shaped by our Christian foundation. Our ethos is inclusive and welcoming to all, regardless of faith or background, and our PSHEE curriculum reflects both our local context and our commitment to preparing pupils for life in modern Britain.

## Statutory Context

This policy is informed by current legislation and guidance, including:

- Keeping Children Safe in Education (2025)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE statutory guidance (updated 2025)
- Children and Social Work Act (2017)
- Equality Act (2010)
- Education Act (2002)
- Working Together to Safeguard Children
- SEND Code of Practice (2015)
- Mental Health and Behaviour in Schools (DfE)
- Preventing and Tackling Bullying (DfE)
- Ofsted Education Inspection Framework

From September 2020, Relationships Education and Health Education became statutory in primary schools. The updated 2025 RSHE guidance strengthens safeguarding, clarity and age-appropriateness, with full implementation expected by September 2026.

## Vision and Ethos

At Wrockwardine Wood CE Junior School, our vision of Love, Laugh, Learn is rooted in the words of Jesus: *"I have come that they may have life, and have it in all its fullness."* (John 10:10)

As a Church of England junior school, we seek to enable every child to flourish spiritually, morally, socially and academically. Through our PSHEE curriculum, we nurture children to live out our core Christian values of **compassion, friendship, joy, thankfulness, wisdom and courage**, equipping them to become confident, respectful and responsible members of society.

PSHEE is central to our commitment to educating the whole child and enabling all pupils to live life in its fullness.

## British Values and Christian Ethos

At our Church of England junior school, our PSHEE curriculum plays a central role in promoting both British Values and our core Christian values of compassion, friendship, joy, thankfulness, wisdom and courage.

These values are interwoven throughout the curriculum and underpin all teaching and learning, supporting pupils to develop as respectful, responsible, and reflective members of society.

The fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are explicitly taught through PSHEE lessons and reinforced across the wider school experience of our pupils. Pupils are provided with opportunities to understand and practise these values through activities such as class discussions, pupil voice initiatives, collaborative work, and decision-making processes. They learn to express their views respectfully, listen to others, and appreciate diversity within their community and beyond.

These British Values are taught alongside and in harmony with our Christian ethos. Our core values of compassion and friendship encourage pupils to show kindness, empathy, and care for others. Joy and thankfulness are fostered through reflection and appreciation of the world around them, while wisdom supports pupils in making thoughtful and informed choices. Courage is developed as pupils are encouraged to stand up for what is right, challenge injustice, and take responsibility for their actions.

Through this integrated approach, pupils develop a strong moral framework and a deep understanding of their role within a diverse and democratic society. The PSHEE curriculum ensures that pupils are well-prepared to contribute positively to their communities while living out both British Values and our school's Christian vision in their daily lives.

### **Aims of PSHEE**

Our PSHEE curriculum aims to:

- Promote pupils' spiritual, moral, social and cultural (SMSC) development
- Enable children to build positive relationships, rooted in respect and dignity
- Develop pupils' knowledge, skills and attributes to keep themselves safe and healthy
- Encourage emotional wellbeing, resilience and mental health awareness
- Prepare pupils for life in modern Britain, including understanding diversity and equality
- Equip children to make informed, responsible decisions
- Reflect our Christian vision and values in daily life

### **Safeguarding and PSHEE**

Safeguarding is at the heart of PSHEE.

In line with Keeping Children Safe in Education (2025):

- All staff have a responsibility to provide a safe environment in which children can learn
- Staff are trained to identify concerns early and provide early help
- Pupils are taught how to recognise risks, report concerns and seek support
- The curriculum supports safeguarding by teaching pupils about online safety, healthy relationships, and personal safety

PSHEE enables pupils to:

- Understand abuse and exploitation (including online risks)
- Develop confidence to speak out
- Build resilience against harmful influences

### **A bespoke PSHEE Curriculum**

Our PSHEE curriculum aims to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across our curriculum. When coupled with our Christian values, British Values and Jesus's promise 'I have come to give life and life in all its fullness' (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our PSHEE offer supports the pupil's cultural capital as we are able to offer experiences, opportunities and contexts that they perhaps are not exposed to outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

At Wrockwardine Wood CE Junior School, we teach Personal, Social, Health and Economic Education as a whole-school approach to enable our children to acquire the knowledge, understanding and skills they need in order to manage their lives now and in their futures, encouraging them to live a life in all its fullness. Our PSHEE curriculum develops the qualities and attributes that children need to thrive as individuals, family members and members of an increasingly complex national and global community.

Our bespoke PSHEE curriculum offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of our curriculum can be seen on the school website.

At Wrockwardine Wood CE Junior School, we value PSHEE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning and a future without limits; a life in all its fullness.

### **Curriculum Content**

Our PSHEE curriculum includes three core themes:

#### **1. Health and Wellbeing**

- Physical health, mental health and emotional wellbeing
- Healthy lifestyles and self-care
- Growth, change and puberty
- Recognising and managing emotions

#### **2. Relationships Education (Statutory)**

- Family and caring relationships
- Friendships and respect
- Anti-bullying (including cyberbullying)
- Safe relationships and boundaries

#### **3. Living in the Wider World**

- Economic wellbeing and financial education
- Citizenship and British values
- Digital literacy and online responsibility

### **RSHE 2025 Updates and Developments**

In response to updated DfE guidance, our curriculum includes:

- Greater emphasis on personal safety (including real-world and online contexts)
- Teaching of accurate, age-appropriate vocabulary
- Increased focus on online risks and digital safety
- Promotion of respect, equality and challenging harmful stereotypes
- Strengthened mental health education
- Clear guidance on how pupils can seek help and support

### **Teaching and Learning**

We deliver PSHEE through:

- Discrete 1 hour lessons per week
- Cross-curricular links
- Collective worship and reflection
- Awareness Days and themed weeks (Healthy Eating Week, Sports Week, Careers Week, Safety Week)
- Visits and visitors

Teaching is:

- Age-appropriate and inclusive
- Sensitive to pupils' needs and backgrounds

- Rooted in a safe, respectful classroom environment
- Designed to encourage discussion, reflection and critical thinking

### Assessment

Assessment in PSHEE is an integral part of teaching and learning and is used to ensure that all pupils make meaningful progress in their understanding of key concepts, skills, and vocabulary. Teachers use a combination of formative and summative assessment approaches to monitor progress and inform next steps.

At the end of each unit, teachers carry out formative assessment activities designed to evaluate pupils' knowledge, understanding, and ability to apply what they have learned in a reflective and age-appropriate manner. In addition, summative assessment opportunities are planned across the year to provide an overview of pupils' progress and attainment in PSHEE. These may include end-of-unit reflections, quizzes, or structured tasks that demonstrate pupils' cumulative knowledge and understanding.

Regular opportunities for the recall of key knowledge and concepts are built into lessons to support retention and deepen understanding over time. This may include low-stakes quizzes, retrieval practice, and discussion-based activities that revisit prior learning and reinforce important vocabulary.

The information gathered from both formative and summative assessment is used to identify gaps in learning and to inform future planning. Where pupils require additional support, targeted "overlearning" interventions are implemented to reinforce key concepts and vocabulary, ensuring that all children are supported to achieve a secure understanding.

Assessment information is also shared, where appropriate, with the Designated Safeguarding Lead (DSL) team. This ensures that any emerging concerns related to pupils' wellbeing, safety, or personal development are identified early. Where necessary, further support and intervention strategies are put in place in collaboration with relevant staff and external agencies to meet the needs of the child.

Assessment in PSHEE remains sensitive and supportive, recognising the personal nature of the subject, and is conducted in a way that respects pupils' confidentiality and emotional wellbeing.

### Whole-school approach

Our curriculum covers all areas of PSHEE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of our units and these are taught across the school in a personalised order, depending on the needs of the individual year group.

### *Wrockwardine Wood CE Junior School PSHEE and RSHE Long Term Plan*

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<i>Relationships</i>	<i>Relationships</i>	<i>Being Me in My World</i>	<i>Being Me in My World</i>
Autumn 2	<i>Dreams and Goals</i>	<i>Dreams and Goals</i>	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>
Spring 1	<i>Being Me in My World</i>	<i>Being Me in My World</i>	<i>Dreams and Goals</i>	<i>Dreams and Goals</i>
Spring 2	<i>Celebrating Difference</i>	<i>Celebrating Difference</i>	<i>Healthy Me</i>	<i>Healthy Me</i>
Summer 1	<i>Healthy Me</i>	<i>Healthy Me</i>	<i>Relationships</i>	<i>Relationships</i>
Summer 2	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>	<i>Changing Me</i>

At Wrockwardine Wood CE Junior School, we allocate one lesson (one hour) to PSHEE each week, in order to teach the PSHEE substantive and disciplinary knowledge in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways, such as through:

- collective worship
- praise and reward system
- everyday relationships and interactions

Alongside our Christian values and British Values, we aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **Awareness Days**

Our PSHEE themes have also been linked to national and international awareness days across the year, where each year group will focus on a particular awareness day each half term in order to broaden their understanding of the world in which they live and apply their PSHEE knowledge and skills into different contexts.

A list of the PSHEE units and corresponding awareness days can be found in appendix 2.

### **Inclusion and Equality**

We ensure PSHEE is accessible to all pupils:

- Adapted for pupils with SEND
- Inclusive of all backgrounds and family structures
- Compliant with the Equality Act 2010
- Promoting dignity, respect and justice

### **Parental Engagement**

We recognise parents/carers as primary educators.

We will:

- Inform parents about curriculum content
- Provide opportunities for consultation
- Offer guidance on supporting learning at home

Parents do not have the right to withdraw from statutory Relationships Education.

### **Assessment, Monitoring and Review**

PSHEE is assessed through:

- Ongoing teacher assessment
- Pupil voice and feedback
- Monitoring of outcomes and impact

The policy is reviewed annually.

### **Training and support for staff**

CPD opportunities are provided for staff to enhance their PSHEE/RSHE knowledge half termly. In addition to this, external training from outside agencies is utilized for staff INSET days to further develop staff knowledge, understanding and skills.

### **Roles and Responsibilities**

- **Governing Body:** Ensures statutory compliance

- **Headteacher:** Overall responsibility
- **PSHEE Lead:** Curriculum oversight
- **Staff:** Delivery and safeguarding
- **DSL:** Safeguarding leadership

#### **Links to Other Policies**

- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying
- Online Safety
- Equality

#### **Conclusion**

Through PSHEE, we live out our vision by nurturing children who:

- Show **compassion and friendship**
- Live with **joy and thankfulness**
- Act with **wisdom and courage**

We equip every child to flourish and live life in all its fullness.

## Appendix 1

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me  Curriculum coverage:  Relationships Celebrating Difference Healthy Me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li><li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li><li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships  Curriculum coverage:  Relationships  Celebrating Difference  Healthy Me	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• About managing conflict with kindness and respect, and that violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p data-bbox="203 284 416 355">Respectful, kind relationships</p> <p data-bbox="203 419 349 491">Curriculum coverage:</p> <p data-bbox="203 555 383 671">Relationships Celebrating Difference</p> <p data-bbox="203 687 376 767">Healthy Me Changing Me</p>	<ul data-bbox="472 284 2136 1161" style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p>Online safety and awareness</p> <p>Curriculum coverage:</p> <p>Relationships</p> <p>Celebrating Difference</p> <p>Healthy Me</p> <p>Changing Me</p> <p>Dreams and Goals</p>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p>Being safe</p> <p>Curriculum coverage:</p> <p>Relationships</p> <p>Healthy Me</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> <li>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice, for example from their family, school and/or other sources</li> </ul>

## Appendix 2

Term	PSHEE theme		Christian Value	British Value	Awareness	Date
	3/4	5/6				
Autumn 1	Relationships	Being me in my world	Love: Compassion	All values	Wrockers does The Big Frieze	Monday 8 <sup>th</sup> September
				Democracy, Individual Liberty and Rule of Law	Democracy Day	Monday 15 <sup>th</sup> September
				Mutual respect and tolerance	Black History Month	Thursday 2 <sup>nd</sup> October
Autumn 2	Dreams and Goals	Celebrating difference	Love: Friendship	Rule of Law	Guy Fawkes Day	Wednesday 5 <sup>th</sup> November
				Mutual respect and tolerance	Anti-Bullying Week	Monday 10 <sup>th</sup> November
				Democracy and Individual Liberty	Remembrance Day	Tuesday 11 <sup>th</sup> November
Spring 1	Being me in my world	Dreams and goals	Laugh: Joy	Mutual respect and tolerance	Children's Mental Health Week	Monday 2 <sup>nd</sup> February
				Mutual respect and tolerance Democracy and Individual Liberty	Safer Internet Day	Tuesday 10 <sup>th</sup> February
Spring 2	Celebrating difference	Healthy Me	Laugh: Thankfulness	Democracy and Individual Liberty	International Women's Day	Monday 9 <sup>th</sup> March
				Mutual respect and tolerance	Christianity around the World Day	Thursday 26 <sup>th</sup> March
Summer 1	Healthy Me	Relationships	Learn: Wisdom	Mutual respect and tolerance	World Faith Day	Thursday 16 <sup>th</sup> April

				<i>Mutual respect and tolerance</i>	<i>Christian Aid Week</i>	<i>Thursday 14<sup>th</sup> May</i>
				<i>Individual Liberty</i>	<i>Careers Week</i>	<i>w/b Monday 18<sup>th</sup> May</i>
<i>Summer 2</i>	<i>Changing Me</i>	<i>Changing Me</i>	<i>Learn: Courage</i>	<i>Individual Liberty</i>	<i>Child Safety Week</i>	<i>Thursday 4<sup>th</sup> June</i>
				<i>Democracy and Individual Liberty</i>	<i>My Money Week</i>	<i>Thursday 11<sup>th</sup> June</i>
				<i>ALL VALUES</i>	<i>Diversity Day -Multicultural Awareness</i>	<i>Thursday 16<sup>th</sup> July</i>

## Policy Review

This policy is reviewed **annually**.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		