



WEST GRANTHAM

Church of England Primary Academy

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY

Policy	Personal, Social, Health and Economic (PSHE) Policy
Approved by	Local Governing Body
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To champion and rejoice in those we serve, creating an environment where excellence is achieved and potential fulfilled

AMENDMENT RECORD			
VERSION	DATE	AUTHOR	CHANGES
2023	Jan	NS	Whole Policy Update
2024	Jan	TT	An additional aim for PSHE on p.4 - Know about their growing and changing bodies.
2026	Sep	TT	Whole policy update

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Introduction

This policy covers our school's approach to providing the children at the West Grantham Church of England Primary Academy with a comprehensive Personal, Social, Health and Economic (PSHE) education. PSHE has proven benefits to health, wellbeing and academic success and we aim to ensure that all our children are provided with an education that keeps them safe, healthy and prepared for the realities of modern life.

The academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Our PSHE curriculum reinforces our school values of integrity, love, ambition, courage and belief, and allows the children to think critically about the world around them.

This policy was developed through consultation with staff, pupils, parents and members of the Governing Body and will be reviewed every two years. Parents and carers will be informed about the policy, which will be available on the school website and from the school office.

Pupils have been involved in the development of this policy through class discussions. They identified that they enjoy PSHE and find it 'helpful'. Pupils were also able to make links between their learning and the school values. Many children spoke confidently about what they had learned, commenting that 'we learn about the government, democracy and being happy' and 'about friendships and what makes a good friend, such as loyalty, honesty and belief'.

Children also reported that they enjoy the variety of learning activities used in PSHE lessons and that the feedback provided by teachers helps them to make progress in their learning.

Aims

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in school life through our many clubs, responsibilities and enrichment opportunities, enabling them to apply their skills within the wider community. In doing so, we help to develop their sense of self-worth and belonging. Supported by our school values, children are encouraged to believe in themselves and recognise their potential to achieve excellence. This reflects our school vision: 'To champion and rejoice in those we serve, creating an environment where excellence is achieved and potential fulfilled.'

We teach children about how society is organised and governed, as well as their rights and responsibilities within it. They learn to appreciate what it means to be a positive, responsible and conscientious member of a diverse and multicultural society. PSHE helps children to develop the skills, knowledge, understanding, attitudes and values they need to make sense of their experiences and become confident, informed and active citizens.

Our PSHE curriculum aims to ensure that all pupils:

- **Build positive relationships** by learning the importance of friendship, family, kindness, and respect both in school and in the wider world, identifying healthy and unhealthy relationships, and when and how to seek help.
- **Understand personal boundaries** by developing the language to express their feelings, recognise safe and unsafe situations, and know how to ask a trusted adult for help.
- **Navigate the digital world safely** by understanding how to keep safe when online, respectful online behaviour, and the importance of screen-time balance.
- **Nurture mental health and wellbeing** by learning how to name and recognise emotions including strategies to help manage them, develop resilience, self-regulation, how to deal with change and loss.
- **Adopt healthy lifestyles** by making positive choices regarding physical activity, healthy eating, dental health, and personal hygiene.
- **Understand how we change as we grow up** by naming body parts, learning how to keep ourselves safe, understanding the importance of consent, boundaries and trust, and identifying trusted adults.
- **Know how to keep themselves safe** by learning about safety inside and outside the home, sun safety, road and rail safety, how to get help, calling 999, first aid, personal safety, medicines and drugs, drug education, managing risk.

- **Prepare for growing up** by developing a factual and age-appropriate understanding of physical and emotional changes during puberty, the human life cycle (Key Stage 2).
- **Value diversity and community** by fostering a sense of belonging, celebrating differences, and understanding what it means to be a respectful citizen, challenging stereotypes and prejudice, knowing how to deal with bullying, respecting themselves and others.
- **Understand the relationships between money and work** by setting targets to achieve goals, online and offline economic wellbeing, future careers and the routes that can be taken.
- **Develop an understanding of AI** by understanding its opportunities, challenges and risks.

Our school values of integrity, love, ambition, courage and belief are all equally important. These values are embedded within our school culture and woven throughout our curriculum. They are promoted through collective worship and recognised and celebrated in daily school life.

Whilst promoting these values, we ensure that children at WGPA receive a broad and balanced curriculum that is relevant to their everyday lives. This enables them to make meaningful connections between their PSHE learning and the informed choices they make, which can have an impact on their own and others' health, safety and wellbeing.

Creating a safe and supportive learning environment

At The West Grantham Church of England Primary Academy, we create a safe and supportive learning environment by establishing clear ground rules at the beginning of each lesson. Distancing techniques are used to allow children to explore their feelings about sensitive issues in a safe and supportive way by depersonalising the situations under discussion.

Teachers are aware that lessons on sensitive topics may trigger a range of emotions and will therefore deliver these lessons with care and sensitivity. Where children indicate that they may be vulnerable or at risk, we will ensure that they receive appropriate support, following the school's safeguarding procedures.

The school's safeguarding, child protection and confidentiality policies are followed, and children are made aware that teachers may not be able to keep disclosures confidential where safeguarding concerns arise.

PSHE Curriculum Planning

We have developed a bespoke PSHE curriculum based on the PSHE Association Curriculum Model, adapted to meet the needs of our pupils. The curriculum was designed in consultation with pupils, parents and staff.

The key themes within the PSHE Association Programme of Study are:

- Families
- Friendships
- Respecting self and others
- Safe relationships: consent, boundaries and trust
- Mental health and wellbeing
- Keeping healthy and well
- Physical activity and nutrition
- Changing and growing up

- Personal safety and first aid
- Online life and safety
- Drug education
- Economic wellbeing
- Careers education: aspirations, learning and work

The key themes are delivered through a spiral curriculum, ensuring that learning is revisited regularly and developed in greater depth as pupils progress through the school. At each stage, the level of challenge increases, enabling children to build upon their prior knowledge and understanding. These themes incorporate the statutory requirements of Relationships Education and Health Education. Please refer to Appendix I for the curriculum overview.

Collective worship and external agencies are used to strengthen the curriculum and reinforce key learning. The NSPCC's *Speak Out Stay Safe* and *PANTS* programmes are delivered annually. Pupils in Years 4 to 6 also participate in annual Relationships and Sex Education workshops delivered by Coram Life Education. These workshops provide valuable opportunities for staff professional development through supporting their delivery.

Teaching and Learning Styles

PSHE is taught by class teachers, who have access to CPD opportunities when required. The PSHE Lead keeps staff informed of developments within the subject and their impact on the curriculum.

Teaching is appropriate to the age and maturity of the pupils and is respectful of their religious and cultural backgrounds.

PSHE is timetabled for a minimum of 30 minutes each week. However, teachers have the flexibility to extend or block lessons to ensure sufficient time is available for meaningful teaching and learning. Cross-curricular links are made with subjects such as RE and Science as part of the planned curriculum. Whilst other subjects may teach the knowledge and understanding of a particular topic, PSHE enables children to consider what this knowledge means to them and to develop the skills and strategies needed to apply it in their current and future lives.

At The West Grantham Church of England Primary Academy, we adopt a range of teaching and learning approaches. We place great emphasis on active learning by engaging children in discussions, investigations and problem-solving activities, while teaching through contexts and experiences that are relevant to their everyday lives.

We respect children's individual starting points by providing learning that is carefully planned whilst remaining flexible enough to meet individual needs and respond to comments and questions that may arise. We value the contributions of every child and use these to inform and shape our lessons.

We ensure that the input of external contributors forms part of a planned programme with clearly agreed learning intentions and outcomes. Visitors bring specialist knowledge and expertise that enrich children's learning; however, the class teacher remains present and responsible for managing the learning taking place.

Children may have a range of questions about a topic, and teachers take prior learning and emotional readiness into account when responding. Whilst children's questions will be answered, they do not always need to be addressed immediately. It is acceptable for a teacher to ask a child to wait for a response if they wish to consult with the school's leadership team before providing an answer.

We provide opportunities for children to raise anonymous questions through the use of an 'Ask It Basket'. Children who do not feel comfortable asking questions in front of their peers can write them

down and place them in the basket. Teachers can then respond to the whole class, enabling the child to receive an answer whilst also supporting other children who may have similar questions.

Entitlement and Equality of Opportunity

We teach PSHE to all children, regardless of their ability as we recognise the right for all pupils to have access to a PSHE education which meets their needs and interests, irrespective of gender, culture, ability or aptitude. Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access the PSHE provision. Teachers will adapt their planning according to their class and individual pupil needs and additional support will be put in place where necessary.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by reinforcing our school values and by embedding the protected characteristics in our curriculum. As a school we will:

- Set clear rules in regard to how people should be treated.
- Challenge any negative attitudes.
- Treat all pupils fairly and equally.
- Avoid stereotypes.
- Use multicultural resources.
- Plan lessons that reflect the diversity of the classroom.
- Ensure all children have equal access to opportunities and participation.
- Make sure that learning materials do not discriminate against anyone and are adapted where necessary, e.g. large print or audio tape format.
- Use a variety of teaching methods.
- Use a variety of assessment methods.
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Assessment and Recording

We determine children's prior knowledge by beginning each unit of work with a baseline activity. This helps to identify each child's existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. At the end of the unit, a further assessment activity is completed to evaluate the learning that has taken place. These assessment activities, alongside other evidence of learning, are recorded in each child's PSHE book, which moves with them as they progress through the school. This provides a record of each child's PSHE journey and demonstrates the individual progress they have made.

We ensure that all sessions, including those that address risk-taking behaviours, maintain a positive and supportive tone. Rather than attempting to shock or frighten children into making healthy choices, we use age-appropriate teaching methods that present a balanced view of the consequences of lifestyle choices. This approach enables children to make informed decisions and develop positive, healthy behaviours.

Promoting British Values

As a Christian school, we promote Christian values that reflect British values. The DfE state that “schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”. At the West Grantham Church of England Primary Academy these values are reinforced regularly and in the following ways:

Democracy

Democracy is central to the life of the school. Children have opportunities to have their voices heard through our School Council and through voting systems used across the school.

The Rule of Law

The importance of laws, whether they govern the class, the school or the country, is consistently reinforced through daily school life, behaviour expectations and collective worship.

Individual Liberty

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries to help children make safe and informed choices through a secure environment and empowering education. Children are encouraged to understand and exercise their rights and personal freedoms, while learning how to do so safely, for example through PSHE lessons. Whether through choosing an appropriate level of challenge or selecting how they record their work, children are given opportunities to make meaningful choices.

Mutual Respect

Respect is promoted through our classroom and school rules, as well as through our behaviour policy. Adults model respectful behaviour in their daily interactions with children and colleagues, and we expect all children to show respect towards one another. Through discussions and collective worship, children develop an understanding of what respect means and how it can be demonstrated in everyday life.

Tolerance of Those of Different Faiths and Beliefs

This is promoted by developing children's understanding of their place within a culturally diverse society and by providing opportunities to experience and celebrate diversity. Collective worship, alongside discussions about prejudice and prejudice-based bullying, is supported and reinforced through learning in RE and PSHE.

Working with parents

We value the role that parents and carers play as educators and are committed to working in partnership with them. We want parents and carers to have a clear understanding of the PSHE learning that takes place in school. We provide information about what is taught and when through the curriculum overview published on the school website, as well as through workshops and information letters where appropriate.

If a parent wishes to withdraw their child from some or all of the sex education content delivered as part of Relationships and Sex Education (RSE), we will invite them to meet with the Headteacher and PSHE Lead. During this meeting, we will discuss the benefits of receiving this important education and any potential implications that withdrawal may have for the child. If the parent still wishes to withdraw their child, we will respect their request and provide appropriate, purposeful learning for the child during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Linked Policies

This policy supports the following policies of:

- Child protection and safeguarding
- Anti-Bullying
- Relationships and Sex Education
- Online safety / eSafeguarding
- Drug education and the management of drug-related incidents

Monitoring and Review

The PSHE Lead is responsible for monitoring the quality of teaching and the standards of children's work. The subject leader supports colleagues in the delivery of PSHE by providing information about current developments in the subject, as well as strategic leadership and direction for PSHE across the school. This policy will be reviewed every two years.