

Personal, Social, Health and Economic Education (PSHE) Policy



Recommended by: J Spreadbury: May 2026
Approved by: R. Jahansouz: July 2026

Review Due: September 2029

Indicate as appropriate:

✓

There has been a change to the previous policy ✓
or

There has not been a change to the previous policy.

A community inspiring lifelong learning.

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Spinfield School Personal, Social, Health and Economic Education (PSHE) Policy

1. School ethos

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, and helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment. High quality PSHE significantly contributes to personal and academic success, supporting all pupils to Achieve, Belong and Thrive. This policy has been revised to reflect the New statutory RSHE guidance published July 2025.

2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education, and non-statutory aspects of the PSHE curriculum (e.g. money education, careers education).

3. Legal Requirements

At Spinfield School we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PSHE provision (please see our Sex Education policy.)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE (July 2025):

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

4. The curriculum

Intent

Why do we teach it?

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days/weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral, cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy , safe and positive choices in all aspects of their daily lives.

Implementation

What , where and when is PSHE taught

What

At Spinfield School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Spinfield School we use the Twinkl scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use Everyone's on Board, Be Awesome Go Big! (Hachette), Zones of Regulation and occasionally the Preventative Education curriculum.

In EYFS PSHE is embedded throughout the daily activities and is monitored particularly through the Early Learning Goals of Personal, Social and Emotional Development (e.g. Self-regulation, Managing Self and Building Relationships). In practice this means the adults are continually talking to individuals and the class about what they are doing, why, how they are acting with people around them etc. Please see Appendix 1 for further information on how PSHE is taught in EYFS.

We provide a spiral curriculum to ensure pupils are taught key aspects of PSHE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Consent

Within the 'respectful, kind relationships' section, one of the eleven outcomes is:

'The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.' At Spinfield we teach what consent means with age appropriate examples from year 1 upwards (the concept of private and public).

Within the 'Being safe' section, several of the outcomes relate to consent, eg. 'That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns 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. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Families

Within the 'Families and people who care for me' section, one of the six outcomes is:

'That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.' At Spinfield we ensure a diverse range of families is talked about - some married some not, same sex relationships, blended families etc.

Pupils will be taught Relationships Education from year 1 at an age appropriate level. Further details on what we are required to teach can be found in appendix 2 (DfE Relationships outcomes)

Sex Education

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents/carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy.

Health and Wellbeing Education

We deliver statutory Health and Wellbeing education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating**
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies*

*Developing bodies education (including puberty) is part of the statutory Health Education curriculum and is mandatory for all pupils. At Spinfield this usually takes place in Year 5. We teach the correct scientific names of all body parts from Reception. A list of key vocabulary can be found in appendix 3. In addition from 2023-24 we have offered Year 4 an opt-in 'Optional periods lesson' for those that want.

Using the scientific names of genitalia is part of statutory Health Education (Developing Bodies) , and recommended by the NSPCC, the PSHE Association, and supports the safeguarding of pupils.

Healthy eating

We are disseminating to staff the approach to not refer to any foods as unhealthy. This is so that children do not associate eating treats with being unhealthy. Rather than healthy and unhealthy foods we can call them 'everyday foods' (to fill our bellies and grow big and strong) and 'treats / sometimes food' (e.g. chocolate, sweets, crisps). Our use in the curriculum of the Healthy Eating Triangle and the importance of a balanced diet, supports this.

DfE outcomes for Health and wellbeing Education can be found in appendix 2

Living in the wider world/Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, saving and enterprise skills, careers education, diverse Britain and climate change.

When / How

At Spinfield School PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website. Please see appendix 3 Parent engagement and sharing materials.

Managing difficult Questions and confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a Designated Safeguarding Lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment . The Ground Rules are:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

It may be helpful to frame the ground rules in a creative way, such as:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn.

Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriate to answer in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Any inappropriate views are carefully challenged, particularly in respect to sexual harassment, extremism, and discrimination in line with the school's duty to the 2010 Equalities Act. Any derogatory language or extreme views are explored with pupils separately, reported, and publicly called out if such views are expressed during the lesson.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

How delivery and content will be made accessible to all pupils including SEND - Teachers who are delivering the PSHE curriculum will consider the appropriateness of a session in relation to a child with a specific need. If necessary, the lesson will be adapted and the content will be modified and delivered in a small group or 1:1.

Impact

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are taught how to manage their own financial wellbeing
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

5. Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

6. Working with outside agencies and visiting speakers

All outside agencies and visitors will be vetted in accordance with our Safeguarding/Child Protection policy. It will be normal practice for a member of school staff to be present in a meeting with the child and outside provider to offer support and to understand the content of the session and any potential follow-up work that needs to be carried out.

7. Monitoring , evaluation and training

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed every three years.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

8. Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy. Appendix 1 shows what is being taught by year group.

We have an open door policy for any parents/carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through newsletters, parent rep meetings and information workshops to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education. Please see appendix 3 Parent engagement and sharing materials.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Useful information for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9. Linked policies

Safeguarding

Anti - Bullying Policy

Relationships policy

Sex education policy

10. Policy development

This policy has been consulted on with parents and Governors. Information was shared with parent reps and this was disseminated to the wider parent/carer body.

Appendix 1

PSHE Curriculum overview

	Relationships - autumn		Living in the Wider World - spring		Health and Wellbeing - summer	
1	Be Yourself (KS1)	VIPs (KS1)	One World (KS1)	Aiming High (KS1)	Think Positive (KS1)	It's My Body (KS1)
2	Digital Wellbeing (KS1)	TEAM (KS1)	Diverse Britain (KS1)	Money Matters (KS1)	Safety First (KS1)	Growing Up (KS1)
3	Safety First (LKS2) inc. dangerous substances	VIPs (LKS2)	One World (LKS2)	Aiming High (LKS2)	It's My Body (LKS2)	Be Yourself (LKS2)
4	Think positive (LKS2) + Zones of Regulation + Digital Wellbeing (LKS2) in comp.	Friendships: Everyone's	Diverse Britain (LKS2)	Money Matters (LKS2)	Growing Up (LKS2)	Drowning prevention Dangerous substances
5	Be Yourself (UKS2)	TEAM (UKS2)	One World (UKS2) Friendship Dangerous substances	Aiming High (UKS2), Changing bodies (puberty) in sci here or summer1	Growing Up (UKS2) and Think Positive (UKS2 - from Y6)	Think positive (UKS2-from Y6) and Safety First (UKS2)
6	Digital Wellbeing (UKS2)	VIPs (UKS2)	Diverse Britain (UKS2)	Money Matters (UKS2)	It's My Body (UKS2)	Transition Y6-Y7 Be awesome, go big (Hachette Children's Group)

PSHE in Reception(EYFS)

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

So which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum? The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age range for Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Reception	Communication and Language	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development	• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	Understanding the World	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

Appendix 2

Relationships – primary

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Please note these are available other languages (Urdu, Somali, Arabic)

Appendix 3 Parent engagement and sharing materials

Materials - places to get information

Class letter (termly) - topics and vocabulary

Summer PSHE letter for each yeargroup giving further information on more sensitive topics such as 'It's My Body' and 'Growing Up'.

Spinfield website:

Whole school information -

- 2026 RSHE Objectives: Twinkl Curriculum overview (The RSHE Statutory objectives and which lessons fulfil them)
- Twinkl Life Content Map (A brief overview of each half term's topic)
- Spinfield PSHE Overview (what topics are taught when? Whole school, whole year)
- in the curriculum information pdf - our approach to teaching PSHE (role play, discussion, top tips for at home)

Class by class info -

- For each half term's topic: a knowledge organiser, showing vocabulary and a paragraph summarising each lesson.

Spinfield website - PSHE policy

Invitation to view ANY materials - A message similar to this is posted on the website and occasionally in the Friday Parent email: You can ask to see ANY of the materials we are planning to use in PSHE lessons. Do email your class teacher or Mrs Beilby (PSHE Co-ordinator) if you have any questions or would like to view other materials, discuss the curriculum content or help with managing conversations with your child.

Parental engagement

Via Friday emails - e.g. invitation to be involved in curriculum content review and policies, invitation to parent information evenings

Via parent reps, to the wider parental community - for policy input