PSHE

for the whole School including EYFS

Policy reviewed by	MWr
Date Reviewed on	August 2025
SLT Review Period	Annual
Next SLT Review Date Due	August 2026
Governor Review Period	3 Years
Governing Committee	Education
Approved by Governors On	September 2025
Next Governor Review Due	September 2027

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

Aims and objectives:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The curriculum also explicitly addresses online harms, including AI-generated abuse, disinformation, pornography, and image-based harassment, and tackles issues of misogyny, sexism, sexual harassment, and prejudice in line with the updated *Relationships, Sex and Health Education* guidance (DfE, 2025).

Intended outcomes:

At Edge Grove, we teach Personal, Social, Health and Economic (PSHE) Education as it is a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change.

Edge Grove offers a bespoke curriculum which is a comprehensive scheme of work ensuring consistency and progression in the following three topics:

- Relationships
- Living in the wider world
- Health and Wellbeing

The overview of the programme can be seen on the school website.

The curriculum draws from a number of resources to ensure the most appropriate and effective resources are used. The main source being the PSHE Association.

Learning environment:

In order to ensure we create a safe and supportive learning environment with equality of opportunity our PSHE policy is informed by the following school policies:

- Child Protection policy
- SEND policy
- EDI policy

As well as the DfE guidance below:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)

- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- The Online Safety Act 2023 (a new set of laws that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms).
- Statutory guidance on relationships education, relationships and sex education (RSE) and health education.

Lessons are adapted and differentiated to ensure all pupils, including those with SEND, can access the curriculum fully. Content is delivered in a way that is age-appropriate, developmentally appropriate, and respectful of pupils' diverse backgrounds and needs.

Learning and Teaching

Principles and methodology

The curriculum will be taught through a range of teaching methods and we will determine pupils' prior knowledge/starting points through discussion and written methods. We will ensure that sessions, including those on risky behaviours, remain positive in tone by ensuring a safe environment has been established and initiating set boundaries. We will help pupils make connections between their learning and 'real life behaviours by explicitly pointing them out during discussions.We will make links to other areas of the curriculum where we feel it is appropriate.

Planning, timetabling and assessment

The table below gives the learning theme of each term and these are taught across the school; the learning deepens and broadens every year from the Junior Department to Year 8. We aim to 'live' what is learnt and apply it to everyday situations in the school community. We will ensure the curriculum is broad and balanced by ensuring lessons are sensitive to a range of views whilst ensuring that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

Term	Topic	Content
Autumn	Relationships	Families and friendships Safe relationships Respecting ourselves and others

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Spring	Living in the Wider World	Belonging to a community
		Money and work
		Media literacy and digital resilience
Summer	Health and Wellbeing	Physical health and mental wellbeing
		Growing and changing
		Keeping safe: risks and hazards

At Edge Grove we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in the following ways:

- assemblies
- praise and reward system, behaviours for learning
- School 16 core Values
- through relationships child to child, adult to child and adult to adult across the school
- being embedded in the curriculum across all subject areas

Form teachers deliver the weekly lessons.

By ensuring we determine pupils' prior knowledge/starting points through discussion and written methods, we are able to measure progress at the end of each topic; as well as year to year for each topic; by qualifying knowledge acquired at the end of each topic again through discussion and written methods.

Pupils document their ideas and lesson content collaboratively in a class 'floor book.' Each lesson is captured on an A2 page, where students work together to reflect on what they've learned using both illustrations and written descriptions. These books follow the pupils as they progress through year groups, serving as a record of their evolving understanding and the development of various topics over time.

Handling disclosures

Refer to the Child Protection policy.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish to and that their questions are valued. However, consideration will be given to how to respond to questions and will take the prior learning, readiness and safety of pupils into account. If necessary, teachers will ask a pupil to wait for an answer to give them time to consult with the School leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns - refer to Child Protection policy.

Monitoring and Review

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The committee gives serious consideration to any comments from parents about the PSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Parents are consulted on the development of the RSE curriculum and informed of the content in advance. Resources are available for parents to review, and the School makes clear the statutory position on parents' rights to withdraw their child from sex education (but not from Relationships or Health Education).

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August 2025

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