



**Aspire-Learn-Succeed**

# **PSHE Policy**

**2026 - 2027**

# Mill Hill Primary School

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

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

**Responsibility:** PSHE Lead (Mrs C Small) / Head Teacher (Mrs L Errington)

**Approved by:** Governing Body

**Review Cycle:** Annual

**Last Reviewed:** September 2026

**Next Review:** July 2027

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

### 1. Introduction

At our school, we believe that Personal, Social, Health and Economic (PSHE) education plays a vital role in enabling children to become healthy, independent, respectful and responsible members of society. Through a carefully planned and progressive curriculum, pupils develop the knowledge, skills and attributes needed to manage their lives now and in the future.

Our PSHE curriculum promotes children's emotional wellbeing, physical health, personal development and understanding of relationships, whilst preparing them for life in modern Britain. It encourages pupils to recognise their own value, respect the views of others, celebrate diversity and contribute positively to their communities.

This policy should be read alongside the school's policies for:

- Relationships and Sex Education (RSE)
  - Safeguarding and Child Protection
  - Behaviour
  - Equality
  - Online Safety
  - SEND
  - Anti-Bullying
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## 2. Aims

The aims of PSHE education are to enable pupils to:

- develop confidence, resilience and independence
  - build positive, healthy relationships
  - understand how to stay physically and mentally healthy
  - recognise and manage emotions effectively
  - keep themselves safe, including online
  - understand their rights and responsibilities
  - appreciate diversity and challenge discrimination
  - develop financial capability and enterprise skills
  - understand careers and aspirations
  - become active, responsible citizens
  - prepare for the opportunities, responsibilities and experiences of later life.
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## 3. Statutory Requirements

This policy reflects the requirements of:

- Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education
- Education Act 2002
- Prevent Duty Guidance
- SEND Code of Practice
- PSHE Association Programme of Study (2026)

Relationships Education and Health Education are statutory in all primary schools.

Although much of PSHE beyond these statutory elements is non-statutory, our school believes it is essential in supporting pupils' personal development and preparing them for life beyond primary school.

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# 4. Curriculum Organisation

Our curriculum is planned progressively from EYFS to Year 6 through three core themes.

## Relationships

Children learn about:

- families
  - friendships
  - respectful relationships
  - bullying
  - consent
  - privacy
  - personal boundaries
  - keeping safe
  - online relationships
  - recognising abuse
  - seeking help
  - diversity and inclusion
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## Living in the Wider World

Children learn about:

- belonging to communities
  - british Values
  - democracy
  - laws and rules
  - human rights
  - environmental responsibility
  - careers education
  - financial education
  - enterprise
  - media literacy
  - digital resilience
  - artificial intelligence
  - citizenship
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## Health and Wellbeing

Children learn about:

- physical health
- mental wellbeing
- healthy lifestyles
- healthy eating
- exercise
- sleep
- emotions
- resilience
- medicines
- substance education
- first aid
- puberty
- growing and changing
- personal safety
- transition

Learning is sequenced so that knowledge and skills build progressively throughout EYFS, Key Stages 1 and 2.

### **Curriculum Implementation**

PSHE is taught through a planned programme of weekly lessons from EYFS to Year 6. Learning follows a progressive sequence across three core themes:

- Relationships
- Living in the Wider World
- Health and Wellbeing

The curriculum is adapted to meet the needs of each cohort and responds to local, national and global issues where appropriate. Learning is enriched through assemblies, themed weeks, visitors, whole-school events and cross-curricular opportunities.

Our school's long-term PSHE overview maps statutory learning and the PSHE Association Programme of Study across EYFS to Year 6. It ensures progression in knowledge and skills and is reviewed annually. This can be found on our school website.

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## **5. Relationships and Sex Education (RSE)**

Relationships Education is delivered through our PSHE curriculum.

Children learn about:

- healthy families
- friendships

- respect
- kindness
- consent
- keeping safe
- recognising unhealthy relationships
- online safety
- diversity
- equality

Health Education includes:

- physical health
- mental wellbeing
- healthy lifestyles
- puberty
- changing adolescent bodies

*Mill Hill Primary School teaches the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science. The school does not currently teach any additional non-statutory sex education beyond these statutory requirements. Therefore, there are no lessons from which parents may request withdrawal. Please refer to the school's Relationships and Sex Education (RSE) and Health Education Policy for further information.*

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## 6. Teaching and Learning

PSHE is taught through:

- weekly lessons
- discussion
- collaborative learning
- role play
- circle time
- debates
- visitors
- assemblies
- themed weeks
- cross-curricular opportunities

Teachers establish clear ground rules to create a safe learning environment where pupils feel respected and confident to contribute.

Learning is adapted to meet the needs of all pupils.

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## 7. Curriculum Content

Our curriculum includes learning about:

## **Relationships**

- healthy friendships
- family relationships
- respect
- kindness
- consent
- bullying
- discrimination
- online relationships
- trusted adults
- safeguarding

## **Health and Wellbeing**

- emotional wellbeing
- resilience
- healthy lifestyles
- nutrition
- exercise
- sleep
- dental health
- medicines
- substance education
- puberty
- mental health
- first aid

## **Living in the Wider World**

- democracy
  - British Values which includes; democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs
  - citizenship
  - careers
  - aspirations
  - enterprise
  - financial education
  - environmental responsibility
  - media literacy
  - online safety
  - artificial intelligence
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## 8. Inclusion and Equality

All pupils are entitled to access a broad and balanced PSHE curriculum.

Teaching reflects:

- Equality Act 2010
- protected characteristics
- inclusion
- diversity
- anti-discrimination
- SEND
- cultural diversity
- faith backgrounds
- family structures

Lessons are adapted through appropriate scaffolding, visual supports, pre-teaching vocabulary and adult support to ensure all pupils, including those with SEND, can access learning.

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## 9. Safeguarding

PSHE contributes significantly to safeguarding.

Children are taught how to:

- recognise unsafe situations
- identify trusted adults
- report concerns
- understand consent
- stay safe online
- recognise abuse
- seek help

Staff recognise that PSHE lessons may lead to safeguarding disclosures. Staff follow the school's safeguarding procedures immediately and never promise confidentiality. Any safeguarding concerns arising during lessons will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

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## 10. Assessment

Assessment is primarily formative.

Teachers assess through:

- discussion
- questioning
- observation
- pupil reflection
- learning journals where appropriate
- quizzes
- Pupil voice

Assessment informs future planning but does not focus on personal beliefs or values.

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## 11. Monitoring and Evaluation

The PSHE Subject Leader is responsible for:

- curriculum development
- monitoring planning
- lesson observations
- Pupil voice activities are used to evaluate the effectiveness of the curriculum and identify emerging needs.
- work scrutiny
- supporting staff
- evaluating curriculum impact
- reporting to senior leaders and governors

Monitoring ensures statutory requirements continue to be met.

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## 12. Roles and Responsibilities

### Governing Body

The Governing Body will:

- approve the policy
- monitor statutory compliance
- support curriculum development

### Headteacher

The Headteacher will:

- ensure statutory requirements are met
- support staff

- allocate appropriate curriculum time

## **PSHE Subject Leader**

The Subject Leader will:

- maintain curriculum progression
- provide guidance
- monitor standards
- organise resources
- coordinate professional development

## **Class Teachers**

Teachers will:

- deliver high-quality lessons
- create safe learning environments
- assess learning
- follow safeguarding procedures
- communicate with parents where appropriate

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# **13. Working with Parents and Carers**

Parents and carers are recognised as children's first educators.

The school will:

- provide information about the curriculum
- communicate before puberty education is taught
- answer parental questions
- work in partnership to support children's development

Parents are encouraged to reinforce learning at home.

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# **14. External Visitors**

Visitors enhance the curriculum but never replace teacher-led learning.

Visitors are:

- appropriately vetted
- briefed on school expectations

- supervised by school staff
  - linked directly to curriculum objectives
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## 15. Confidentiality

Teachers cannot guarantee confidentiality.

If a child discloses information suggesting they or another person is at risk of harm, safeguarding procedures will be followed immediately.

Children are reminded of this at the beginning of relevant lessons.

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## 16. Equal Opportunities

Our PSHE curriculum promotes:

- respect
- equality
- inclusion
- diversity
- tolerance
- fairness

All children are encouraged to achieve regardless of gender, ethnicity, religion, disability, sexual orientation or family background.

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## 17. Impact

By the time pupils leave our school they will:

- build positive relationships
- understand healthy lifestyles
- make informed decisions
- know how to keep themselves safe
- understand British Values which includes; democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs
- respect diversity
- manage emotions effectively
- recognise risk
- know where to seek help

- be prepared for secondary school and later life.
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## 18. Policy Review

The PSHE curriculum is reviewed annually to ensure it remains relevant, reflects statutory guidance and responds to pupils' needs.

Next review date: \_\_\_\_\_

Signed (Headteacher): \_\_\_\_\_

Signed (Chair of Governors): \_\_\_\_\_