Ickleford Primary School

Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

PSHE Policy

Date of Approval: Summer 2026
Date of next review: Summer 2027

Vision Statement

"We aspire to build a happy and inclusive community underpinned by core Christian values and those shared by other faiths. This will enable us to nurture resilient pupils with a passion for life-long learning, ensuring everyone's potential is fulfilled."

Ickleford Primary Core Values:

- **Ensuring a happy teaching environment -** We believe that children learn most effectively when they are content and secure, and their days in primary school should be happy., ensuring everyone's potential is fulfilled.
- **Building an inclusive community -** We believe that a successful school is founded on a strong sense of community in which everyone is valued equally. Moreover, in preparing our children for the modern world, it is vital that their sense of belonging and contributing extends beyond the school premises.
- **Instilling values -** We believe that a strong moral compass is essential for individuals and society. Education is much more than learning facts, and schools play an important role in fostering and developing individuals who can contribute to, and thrive in, the modern world.
- **Developing resilient pupils -** We believe that pupil resilience and wellbeing are paramount. A resilient child takes educational risks, is unafraid to make mistakes and learns from them, and develops a 'growth mindset'. Equally important is equipping our pupils with the skills and tools to handle the stresses of everyday life in a challenging, rapidly-changing world
- **Creating independent thinkers with a passion for learning -** We believe that learning is a life-long journey, and our contribution is a key part of building pupils' educational foundations. Our curriculum must be broad and presented in a way that ignites children's thirst for knowledge. Equally importantly, pupils need to learn to question, weigh evidence, and come to informed decisions based on facts, and learn how to absorb and process information as a foundation for further learning.
- **Nurturing potential -** We believe that all pupils have unique talents, and that our role is to help them identify them, nurture and celebrate them, and ensure that everyone achieves to the best of their ability.

We keep our vision statement and core values at the heart of all we do.

Objectives of this PSHE Policy are to:

- to ensure parents and carers, staff and governors understand the definition of PSHE (Personal, Social, Health, Economic Education) including RSHE (Relationships, Sex and Health Education)

- to ensure that parents (this should be taken as meaning 'parents and carers' in all cases), teachers and governors understand current regulations and guidance from the Department for Education;
- to set out what is covered in our curriculum, intended outcomes for pupils and how it is delivered; and
- to ensure that all pupils, parents, staff and governors have an agreed understanding as to Ickleford Primary School's approach to the teaching and learning of high quality, age-appropriate PSHE education

Intent

PSHE refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions, now and in the future. The core skills at the heart of PSHE are:

- Managing Self
- Self-regulation
- Building relationships
- Critical thinking

At Ickleford Primary School, we recognise the extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. PSHE skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being.

PSHE education is one of the whole school approaches we use that gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work. PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work. At Ickleford Primary School, we believe that PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

At Ickleford Primary School, it is our intent to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this children will become healthy, independent and responsible members of a society and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE lessons at Ickleford provide children with valuable opportunities to develop oracy skills as they participate in group discussions, share their views and listen respectfully to the views of others.

We believe that drug awareness education (a core strand through our PSHE curriculum) should give the children knowledge, teach skills and encourage attitudes that will enable them to appreciate the benefits of a healthy lifestyle. They should be aware of the impact of their own actions, both now and in the future.

By arming our children with up-to-date information and skills to assess and resist risks to their health, we hope to reduce harmful influences from the wider environment. Our drug awareness lessons reflect the wider aims of the school to provide a caring community in which children learn self-respect and to respect others while taking responsibility for their own actions. We are committed to promoting the health and safety of all members of the school community.

At Ickleford Primary School, we follow a values education programme. This whole school ethos deliberately and systematically promotes a set of universally held values. Through a process including: whole school assemblies, class work, positive role modelling from all staff and the use of a reward system. The children are provided with opportunities to reflect upon the values and are actively encouraged to use them in PSHE lessons, school life and the wider community.

At Ickleford Primary School, through high quality inclusive PSHE teaching and learning, we aim to ensure that all pupils:

- uphold British Values of democracy, tolerance, acceptance, mutual respect, rule of law and liberty
- develop a healthy outlook towards school, including attendance
- improve attitudes to learning thus enabling children to achieve age related expectations across the wider curriculum
- have good physical and mental health
- have resilience to 'bounce back' when faced with adverse childhood experiences
- develop a growth mindset
- develop core oracy skills
- develop positive and healthy relationship with their peers both now and in the future
- understand the physical and emotional aspects surrounding age-appropriate concepts within RSHE
- have respect for themselves and others
- have positive body images

Statutory Requirements

This PSHE Policy has been written to ensure Ickleford meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)' 'Teaching Online Safety in School (January 2023)' 'Education for a Protected World Framework (June 2020)' and 'Parental Engagement on Relationships Education (October 2019)'.

Teaching reflects the Equality Act 2010, ensuring that pupils develop respect for people of all backgrounds, including those with protected characteristics.

Since September 2020, Relationships Education and Health Education have been compulsory in all schools providing primary education. Ickleford Primary School senior leadership team and governors have decided to teach the non-statutory sex education component as well. Relationships Education, Sex Education and Health Education are taught through a comprehensive age-appropriate programme of study for PSHE which fulfils all aspects of these curriculum.

Implementation

At Ickleford Primary School, we fulfil our rationale and statutory requirements in the following way:

We have adapted the Kapow scheme of work for RSHE and PSHE, which has been updated for September 2026 in line with new DfE statutory guidance and promotes a variety of quality marked resources to teach our objectives. https://www.kapowprimary.com/subjects/rse-pshe/ It provides a bespoke whole-school approach to building essential foundations. Teachers use these learning opportunities flexibly to plan their lessons according to pupils' development, readiness, needs and takes into account prior learning, experience and understanding.

Key areas within our bespoke scheme of work include:

- My Healthy Self
- Health Protection
- Connecting with Others
- Staying Safe
- The Online World
- Growing Up
- Sex Education (Years 5 and 6)

Parents can view our school's curriculum overview which can be found as Appendix 1 at the end of this policy. Teachers can find a more in-depth version on our school network.

All other curriculum subjects, where possible, make a link to PSHE, British Values and SMSC (spiritual, moral, social and cultural) and the language is used consistently by all staff.

Teaching and Learning

PSHE is timetabled and taught as part of a spiral curriculum. Pupils revisit RSHE and PSHE knowledge and skills across the key areas throughout their time in primary school. Each time a theme within a key area is revisited, it is explored with greater maturity and complexity, allowing pupils to build on what they have already learned and make connections.

During timetabled PSHE lessons, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.

Teachers will ensure:

- a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently
- external visitors who contribute to the taught curriculum are quality assured and are aware of their responsibilities stated in the latest version of Keeping Children Safe in Education;
- beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; pupil voice meetings with school governors; and by taking on roles of responsibility for themselves, for others and for the school;
- during collective worship and celebration assemblies, children are given the opportunity to revisit relevant PSHE concepts and themes, through stories and discussion.

All members of staff are trained in:

- Teaching and modelling of our School Values
- Therapeutic approaches to behaviour management
- Teaching children emotional vocabulary and support them expressing emotions
- Explicit teaching of self-regulation calming strategies and positive self-talk to help deal with intense emotions

Staff creatively plan explicit whole school themed days/weeks on:

- Anti-bullying
- NSPCC Talk PANTS
- Safer Internet Day
- Mental Health/Emotional Wellbeing (including Children’s Mental Health Week)
- Neurodiversity Celebration Week

The children may have the opportunity to hear visiting speakers, such as health workers, police, representatives from the local church and other faiths, whom we invite into the school to talk about their role in creating a positive, supportive and diverse local community.

On top of PSHE teaching in the classroom pupils are also offered a 5-day residential visit in Year 6 and outdoor adventure activities in Year 5, where there is a particular focus on developing confidence, team work skills and self-esteem.

Pupils are also given opportunities to develop leadership and co-operative skills.

Safe and Effective Practice in PSHE

Teachers will aim to create and maintain a safe environment within which all children feel able to ask and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class will have a 'Dear Teacher' box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, if they state their name, or anonymous questions will be addressed to the class. Distancing (depersonalising) techniques will be employed in all areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Special consideration will be given when teaching particularly sensitive content and teachers will be fully aware of the pupils in their class and how they might relate to the lesson content. Teachers will deliver the PSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Teachers will answer potentially sensitive questions, from pupils within lessons, in a factual way.

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include self-assessment and peer assessment. Class Teachers gather assessments at the end of each term, based on the units covered. These assessments allow for teachers to check understanding and to inform planning.

Inclusion

Adaptive teaching is used to assess pupil's ability and understanding within the moment during PSHE lessons and provide appropriate individual support or challenge, to enable all pupils to access the learning. Opportunities will be given for children working at greater depth within the expectations of the curriculum to develop their own line of enquiry. More specific support is made for children who are vulnerable to enable them to access year group objectives wherever possible.

Teachers will identify barriers that are preventing pupils moving on in their learning. Support is provided for children who are working towards the expectations of the curriculum to ensure they have access to year group objectives. Personalised support may be offered through small

groups or 1:1 for those who are operating at pre-curriculum expectations. Opportunities are given for consolidation of learning from previous years.

Special Educational Needs and Disabilities

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met and will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. This PSHE Policy is carried out in accordance with the SEN Code of Practice 2014.

High quality inclusive teaching, that is personalised to meet the needs to individual learners, offers accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Ickleford are aware that PSHE is a particularly important subject for pupils with SEND due to the nature of their needs and potential vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to adapt or differentiate PSHE content and deliver it in a personalised way.

Assessment and Reporting (Impact)

Assessment in PSHE is ongoing against the learning objectives prescribed by our scheme of work and informs future teaching and learning. It focuses on pupils' knowledge, understanding, vocabulary and application of skills over time, rather than written outcomes alone. Children's progress of their understanding, knowledge and skills are assessed through observations during discussion and questioning and of a child's participation in groups. Any completed work is also checked and monitored. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies to celebrate achievement. Children will be rewarded in line with our school policy on Positive Behaviour.

From Reception to Year 6, parents are informed of their child's progress (including social development and emotional wellbeing) on a termly basis through parent consultation in the autumn and spring term. In the summer term, a formal written report details key points relevant to the individual child, under the heading Personal and Social development. This may include other aspects of PSHE to celebrate or areas to develop during the next academic year.

Monitoring and Review (Impact)

The monitoring of the standards of children's work and the quality of teaching in PSHE is the responsibility of the subject lead and the senior leadership team.

The PSHE leader will support staff in the following ways:

- reviewing and updating the school PSHE policy documents in light of any changes to the National Curriculum or the needs of the school;
- provide a strategic lead and direction for PSHE (including the School Development Plan);
- support colleagues in their teaching and assessment and to staff needs for in-service training in the most appropriate way;
- liaising with the SENDCo;
- ensuring PSHE teaching reflects the school's values education;
- to be informed about current developments in the subject and disseminate this to staff and governors;
- identifying resourcing needs across the school; and
- to engage with pupil voice across school in order to assess knowledge and understanding of PSHE.

Parental and Community Involvement

We aim to communicate and co-operate with parents and carers in this important aspect of children's education. We will inform parents about the content of their child's PSHE each academic year in our autumn term welcome meetings and in our termly overviews, which are published on our school website. Communication relating to the specific content of RSHE can be referenced in our school's RSHE Policy and a parent information meeting is held each year, consulting parents about the intended teaching and learning in the sequencing and resourcing of the sex education units delivered in the summer term. Parents are informed of PSHE events and developments on the school newsletter.

Working with parents is a vital part of the whole school approach to PSHE. We also involve outside agencies e.g. School Nurses, Police Community Support Officer, Fire Service, our school clergy and Phase (a local Christian-based youth charity that works alongside schools to support pupils' wellbeing, resilience and personal development through workshops, mentoring and early intervention, complimenting the aims of the PSHE curriculum). All external visitors are supervised by a member of school staff and are required to adhere to procedures in line with the school's Child Protection Policy.

We believe that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for the children.

Confidentiality, Safeguarding and Child Protection

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection Policy in school that is in line with the latest version of Keeping Children Safe in Education. Everyone involved in PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead via CPOMS. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Appendix 1 - PSHE and RSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Building relationships: Special relationships	Self-regulation: My feelings	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our feelings?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?		Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How are things shared online?		Growing Up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we treat each other online?		Health protection: How can we prevent illness and injury and respond if they happen?	
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can I evaluate what I see online?		Growing Up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?		Growing Up: How can I manage the changes to my body and emotions as I grow up?	**Sex Education: How do people become parents and carers?**
Year 6	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?		Staying safe: How can I stay safe as I grow up?	**Sex Education: How do people become parents and carers?**