



Townlands C of E Primary Academy

PSHE Policy

Approved by: Rachael Johnson (Chair of Governors)

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1. AIMS

The aims of Personal, Social, Health and Economic (PSHE) education at our school are to:

- Provide pupils with the knowledge and skills necessary to make safe, healthy and informed decisions.
- Equip pupils to become happy, responsible members of society who can reach their full potential.
- Empower pupils to successfully navigate the social, moral, spiritual, and cultural challenges of growing up in their local environment.
- Establish a safe, supportive framework in which sensitive discussions can take place.
- Foster self-respect, confidence and empathy while teaching pupils about their rights and responsibilities.
- Develop an understanding of democracy, British Values, and the importance of individual voice.

Beyond the formal curriculum, pupils are encouraged to participate in diverse experiences that contribute to the life of the school and the wider community. Through these opportunities, they learn to recognise their own worth, collaborate effectively, and take increasing responsibility for their own learning and personal development. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We place a strong emphasis on positive relationships and respect, ensuring pupils form the fulfilling relationships essential for life and learning PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

2. STATUTORY REQUIREMENTS

While PSHE is a non-statutory subject, there are statutory components we are required to deliver. Under the Children and Social Work Act 2017, we must teach Relationships Education and Health Education in line with Department for Education (DfE) statutory guidance.

This policy also complies with the terms of our school funding agreement.

3. CONTENT AND DELIVERY

3.1 What we teach

As a primary school, we are required to deliver Relationships and Sex Education (RSE) and Health Education in accordance with statutory government guidance. For a comprehensive breakdown of our approach, including how content is selected and delivered, please refer to our separate Relationships and Sex Education Policy.

Kapow Primary is a comprehensive PSHE programme for the whole primary school from Early Years through to Year 6.

Kapow Primary is designed as a whole school approach, covering different topics.

We deliver a tailored PSHE curriculum based on the Kapow Primary scheme, a comprehensive whole-school programme from the Early Years Foundation Stage (EYFS) through to Year 6.

While Kapow provides a rigorous foundation, we have intentionally adapted our "PSHE Pathway" to address the specific needs and context of our local community. This ensures that our pupils receive vital, age-appropriate education on key safeguarding and social issues.

We recognise the importance of a collaborative approach between home and school. To ensure parents and carers are fully informed about the content of our PSHE lessons, curriculum documents can be accessed via the following methods:

- School Website: Our overarching PSHE pathways and curriculum maps are available for public viewing.
- In-Person Review: Hard copies of specific classroom materials are available upon request. We encourage parents to speak with their child's class teacher should they wish to review these resources in detail.
- Kapow Primary RSE & PSHE Parent Zone: Parents and carers can access Kapow Primary's online Parent Zone, which provides information about the RSE and PSHE curriculum, answers to frequently asked questions, and guidance on parents' rights regarding RSE.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- My Healthy Self
- Connecting with others
- The Online World
- Citizenship
- Growing Up

This ensures that there is a clear sequence as well as age-appropriate progression in knowledge and skills. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning (see Appendix 1).

3.2 How we teach it

At Townlands, we allocate 45 minutes to PSHE each week.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Integration of our school Christian values into daily interactions
- Contributions from external visitors and community partners

Safeguarding

Teachers are mindful that PSHE sessions may lead to disclosures. In such instances, school safeguarding procedures are followed immediately. We ensure appropriate staffing and time are available for pupils who may need one-to-one support following a lesson.

Teaching sensitive issues

Sensitive and controversial issues—including family lifestyles, medical issues, financial literacy, bullying, and bereavement—are handled with professional care.

Teachers establish a classroom climate where pupils feel free to express views without fear. We provide a balanced presentation of opposing views, ensuring all practical steps are taken to avoid bias and teach pupils how to evaluate evidence critically. If pupils ask questions outside the scope of this policy, teachers will respond in a factual, age-appropriate manner to prevent pupils from seeking unreliable information online.

External organisations / providers

Charities and specialist organisations (e.g., NSPCC) are invited to enhance our curriculum. Their input is carefully planned to complement our programme, and teachers remain present to lead and monitor the delivery.

Inclusion

Kapow Primary is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy.

Teachers at Townlands tailor each lesson to meet the needs of the children in their classes. To support this adaptation, many Kapow lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt the learning for children in their classes, each lesson includes suggested activities for children working below the expected level. Teachers are also able to seek advice and further support from the school's Pastoral Team.

In accordance with our Equality Policy all issues will be taught in a way that no pupil is subject to discrimination. Inclusive PSHE lessons will foster good relationships between pupils and tackle all types of prejudice, promoting understanding and respect.

Assessment

At Townlands, teachers ensure children are making progress with their learning throughout their PSHE lessons. Therefore, each topic has a built-in assessment task. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher and class about their opinions. We celebrate individual achievements in every lesson to foster a positive learning environment.

Reporting to parents / carers

Learning progress is reported to parents/carers through parent evening appointments and end of year written reports.

4. ROLES AND RESPONSIBILITIES

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. MONITORING ARRANGEMENTS

The delivery of PSHE is monitored by our PSHE lead through:

- Learning walks /displays
- Pupil questionnaires
- Planning looks
- Staff questionnaires

Discussions with teaching staff

This policy will be reviewed by the PSHE lead, and Senior Leadership Team annually. At every review, the policy will be approved by governors.

6. LINKS WITH OTHER POLICIES

- RSE Policy
- Safeguarding and Child Protection Policy
- ICT and Online Safety Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- Behaviour Policy
- Assessment and Marking Policy
- SEND Policy and Information Report
- Collective Worship Policy
- Equalities Policy

Appendix 1: PSHE Whole School Overview

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Healthy Schools Week Managing self: My well-being
Year 1	<i>World Mental Health day</i> My healthy self: How can we look after our emotions?	<i>Anti-bullying week</i> Connecting with others: How can I help myself and others feel happy and safe?	<i>Safer Internet Day</i> The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Healthy Schools Week Staying safe: How can I stay safe?
Year 2	<i>World Mental Health day</i> My healthy self: How can we look after our bodies?	<i>Anti-bullying week</i> Connecting with others: How can I build safe, kind and caring relationships with others?	<i>Safer Internet Day</i> The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Healthy Schools Week Staying safe: How can I make safe choices in different places?
Year 3/4	<i>World Mental Health day</i> My healthy self: How can I take care of my mind and body?	<i>Anti-bullying week</i> Citizenship: What rights and responsibilities do we have?	<i>Safer Internet Day</i> Health Protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Healthy Schools Week Growing up: How will my body and emotions change as I grow up?
Year 5	<i>World Mental Health day</i> My healthy self: How can I support my mind and body as I grow?	<i>Anti-bullying week</i> Connecting with others: Why are healthy relationships important?	<i>Safer Internet Day</i> The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Healthy Schools Week Staying safe: How can I be in control of our money?
Year 6	<i>World Mental Health day</i> My healthy self: How do my choices today shape my future health?	<i>Anti-bullying week</i> Connecting with others: What does it mean to stand up for myself and others?	<i>Safer Internet Day</i> The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Healthy Schools Week Staying safe: How do people become parents and carers?

Cross Curricular Links

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Healthy Schools Week Managing self: My well-being
Year 1	<i>World Mental Health day</i> My healthy self: How can we look after our emotions?	<i>Anti-bullying week</i> Connecting with others: How can I help myself and others feel happy and safe?	<i>Safer Internet Day</i> The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Healthy Schools Week Staying safe: How can I stay safe?
		<i>English, RE</i>	<i>Computing</i>	<i>Science, Geography, English: Spoken Language</i>	<i>English: Spoken Language, Geography</i>	
Year 2	<i>World Mental Health day</i> My healthy self: How can we look after our bodies?	<i>Anti-bullying week</i> Connecting with others: How can I build safe, kind and caring relationships with others?	<i>Safer Internet Day</i> The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Healthy Schools Week Staying safe: How can I make safe choices in different places?
	<i>Science, Maths</i>	<i>English: Spoken Language, Computing</i>	<i>Computing, English: Spoken Language</i>	<i>English: Spoken Language, Maths</i>	<i>Science, English: Spoken Language</i>	<i>English: Spoken Language</i>
Year 3/4	<i>World Mental Health day</i> My healthy self: How can I take care of my mind and body?	<i>Anti-bullying week</i> Citizenship: What rights and responsibilities do we have?	<i>Safer Internet Day</i> Health Protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Healthy Schools Week Growing up: How will my body and emotions change as I grow up?
	<i>English: Spoken Language</i>	<i>Geography</i>		<i>Science</i>	<i>English: Spoken Language, Geography, Maths</i>	<i>English: Spoken Language</i>
Year 5	<i>World Mental Health day</i> My healthy self: How can I support my mind and body as I grow?	<i>Anti-bullying week</i> Connecting with others: Why are healthy relationships important?	<i>Safer Internet Day</i> The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Healthy Schools Week Staying safe: How can we be in control of our money?
	<i>Science, English: Spoken Language</i>	<i>English: Spoken Language</i>	<i>Computing</i>	<i>English: Spoken Language, Reading: Comprehension</i>	<i>Science, English: Spoken Language</i>	<i>Maths</i>
Year 6	<i>World Mental Health day</i> My healthy self: How do my choices today shape my future health?	<i>Anti-bullying week</i> Connecting with others: What does it mean to stand up for myself and others?	<i>Safer Internet Day</i> The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Healthy Schools Week Staying safe: How do people become parents and carers?
	<i>English: Spoken Language</i>	<i>English: Spoken Language, Computing</i>	<i>Computing</i>	<i>English: Spoken Language</i>	<i>English: Spoken Language, Computing, Geography, Science</i>	<i>Science</i>