



Grange Farm Primary School

## PSHE Policy

Adopted by Grange Farm Primary School Governing Body on  
25th June 2025

To be reviewed by Governors  
June 2026

## **Consultation process:**

This policy was drafted by the PSHE Lead in consultation with the Healthy Schools Advisor for Leed City Council. Parents/carers were consulted through email, teaching and non-teaching staff consulted through staff meetings, and pupils were consulted through circle time. Governors were consulted through the Teaching, Learning and Pupils Support committee. This policy has been approved and adopted by the headteacher and governing board. The member of staff responsible for overseeing and reviewing this policy is Liz Sweetman. It will be reviewed in full every 2 years.

### **1 Policy relationship to other policies**

The policy links to:

- Relationships and Sex Education (RSE)
- Drug Education and Managing Drug Related Incidents
- No Smoking
- Child Protection/Safeguarding children
- Equal Opportunities
- SEN/Inclusion
- Behaviour/anti-bullying
- Race related incidents policy
- Health & Safety
- Visitors in school

### **2 Definition of PSHE**

Personal, social, health and economic (PSHE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

### **3 Intent**

The intent of PSHE education at Grange Farm is to provide pupils with:

- accurate and relevant knowledge - relevant to the children's everyday lives
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Within this, the school aims to develop pupils' understanding of:

- Identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- Relationships, including different types and in different settings
- A healthy lifestyle, including physically, emotionally and socially
- A balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- Risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- Safety, including behaviour and strategies to employ in different settings
- Diversity and equality, in all its forms
- Rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- Change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- Power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- Career, including enterprise, employability and economic understanding

## **6 To whom the policy applies**

- The policy applies to:
- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

## **7 Key responsibilities for sex and relationships education**

### **i) All staff**

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHE
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- attend and engage in professional development training around PSHE provision, where appropriate

- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

**ii) Lead member/s of staff**

The lead member/s of staff will:

- develop this school policy and review it on a bi yearly basis
- ensure all members of the governing body will be offered appropriate PSHE training
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

**iii) Pupils**

All pupils:

- should support one another with issues that arise through PSHE
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- will be asked for feedback on the school's PSHE provision termly/yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils

#### **iv) Parents/carers**

The school will:

- keep parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered, and advise them to read this policy
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through suggested websites to view, parent meetings
- expect parents/carers to share the responsibility of PSHE and support their children
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- encourage parents/carers to seek additional support in this from the school where they feel it is needed

## **8 Staff support & CPD**

The school provides regular professional development training in how to deliver PSHE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- An audit of staff CPD needs will be completed at regular intervals
- Training and support is organised by Pam Sturges who may choose to liaise with Ben Farrar – Deputy Head teacher
- All members of the teaching and non-teaching staff will be offered generic PSHE training. This includes sessions on an introduction to the rationale of why teaching PSHE is so important, learning outcomes, using the scheme of work and school policy

- Teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions

## **9 Personal, Social and Health Education Provision**

### **i) Intended learning outcomes**

#### **Key Stage 1**

##### **Developing confidence and responsibility and making the most of their abilities**

1. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
2. to share their opinions on things that matter to them and explain their views
3. to recognise, name and deal with their feelings in a positive way
4. to think about themselves, learn from their experiences and recognise what they are good at
5. how to set simple goals.

##### **Preparing to play an active role as citizens**

1. to take part in discussions with one other person and the whole class
2. to take part in a simple debate about topical issues
3. to recognise choices they can make, and recognise the difference between right and wrong
4. to agree and follow rules for their group and classroom, and understand how rules help them
5. to realise that people and other living things have needs, and that they have responsibilities to meet them
6. that they belong to various groups and communities, such as family and school
7. what improves and harms their local, natural and built environments and about some of the ways people look after them
8. to contribute to the life of the class and school
9. to realise that money comes from different sources and can be used for different purposes.

##### **Developing a healthy, safer lifestyle**

1. how to make simple choices that improve their health and wellbeing
2. to maintain personal hygiene
3. how some diseases spread and can be controlled

4. about the process of growing from young to old and how people's needs change
5. the names of the main parts of the body
6. that all household products, including medicines, can be harmful if not used properly
7. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

1. to recognise how their behaviour affects other people
2. to listen to other people, and play and work cooperatively
3. to identify and respect the differences and similarities between people
4. that family and friends should care for each other
5. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Key Stage 2**

#### **Developing confidence and responsibility and making the most of their abilities**

1. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
2. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
3. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
4. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
5. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
6. to look after their money and realise that future wants and needs may be met through saving.

#### **Preparing to play an active role as citizens**

1. to research, discuss and debate topical issues, problems and events
2. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

4. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
5. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
6. to resolve differences by looking at alternatives, making decisions and explaining choices
7. what democracy is, and about the basic institutions that support it locally and nationally
8. to recognise the role of voluntary, community and pressure groups
9. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
10. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
11. to explore how the media present information.

### **Developing a healthy, safer lifestyle**

1. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
2. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
3. about how the body changes as they approach puberty
4. which commonly available substances and drugs are legal and illegal, their effects and risks
5. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
6. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
7. school rules about health and safety, basic emergency aid procedures and where to get help.

### **Developing good relationships and respecting the differences between people**

1. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
2. to think about the lives of people living in other places and times, and people with different values and customs
3. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

4. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
5. to recognise and challenge stereotypes
6. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
7. where individuals, families and groups can get help and support.

## **ii) The needs of the pupils**

We will consult with pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- pre and post assessment activities for PSHE
- school council and school food ambassador meetings
- full class consultation activities which ensure all pupils have a voice in the process

## **iii) Topics to be covered**

**See Appendix 1 for yearly scheme of work**

## **iv) Delivery of PSHE**

PSHE, at Grange Farm, follows the You, Me and PSHE scheme which has been adapted for our children. The PSHE leader ensures that the units are taught in the correct order to allow for the spiral curriculum. PSHE is taught on a weekly basis in every classroom using a variety of stimuli and teaching methods. All of these are aimed at 'hooking' the children into the learning and allowing them to experience 'real life' situations. The yearly curriculum is developed based upon local issues and events which the children need to be aware of.

We use a variety of external agencies ranging from play/drama groups to external PSHE providers. Where applicable, school assemblies link to the PSHE themes and school ethos. Phase 2 has a weekly, vertically small grouped session, which links to world events, mind mate mental health objectives and other cross curricular areas.

## **v) Working with visitors and other external agencies**

We do invite visitors or external agencies into school to talk on issues related to PSHE. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the teacher is able to view and discuss/amend any planning/resources prior to the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the children involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

#### **vi) Inclusion and equal opportunities**

##### **Responding to children's diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity
- differing needs and abilities, including SEND
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

#### **vii) Resources**

At Grange Farm, we use a wide range of resources which varies depending on the needs of the children and the PSHE area. These range from: case studies, scenarios, visual images and video clips with thought-provoking messages.

Resources used always:

- promote positive role models,
- are factual and up to date,
- promote active learning
- are relevant to the children's lives
- avoids stereotyping
- inclusive to every member of the class regardless of race, gender, culture, family situation
- is appropriate for the age and ability of the children

#### **viii) Learning environment and ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a

framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of children/young people are analysed, of overriding importance are two key areas: pupils need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our ground rules are:

- We listen to each other.
- We do not say or do anything that would hurt another person.
- We do not use people's names within discussions
- We signal when we want to say something.
- We may say pass.
- If a game involves touch we may sit and watch before making a decision to join in.

We will develop these ground rules through:

All ground rules are developed at the beginning of the year in conjunction with the children

Each class will have a maximum of 5 rules and these will be displayed during PSHE lessons

## **ix) Assessment in PSHE**

Assessment methods:

- baseline or pre-assessment (essential for needs-led PSHE)
- needs assessment is used to identify existing knowledge and skills of pupils
- work is collected in a pupil book which travels through school with the child from year 1 to year 6
- assessment is built into the PSHE programme to inform planning
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers use planning sheets to record progress from lessons
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school

End of Key Stage Statements are used to assess progress in PSHE at the end of the year

- pupil effort and achievement is reported to parents/carers
- pupil achievement in PSHE is celebrated and shared

#### **x) Monitoring and evaluation**

##### **Monitoring activities:**

- recording of pupil attendance in SRE lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the SRE policy and programme
- pupil interviews/questionnaires
- pupil/staff surveys
- samples of pupils' work

##### **Evaluation activities:**

- teacher and pupil evaluation of lessons, units and the overall SRE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

## **10 Safeguarding and Child Protection**

See safeguarding and child protection policy

Teachers are very aware and vigilant during all lessons to listen to children and be sensitive to their needs.

All teachers are aware and understand the safeguarding and child protections routines.

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy is closely aligned to the school's safeguarding policy. PSHE helps children to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue young people may give cause for concern, and a link needs to be made with the

pastoral system and safeguarding arrangements. All adults involved in PSHE delivery are aware of the pastoral system and safeguarding arrangements in place.

If necessary, 'at risk' children will be supported within the lesson by a TA, or in a smaller group. This is at the discretion of the teacher.

## **11 Confidentiality**

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. Before allowing a child to make a full disclosure, therefore, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

## **12 Liaison with other schools**

As a trust, we all follow the You, Me and PSHE scheme. We all collect children's learning in books and we all use pre and post assessment to ensure the curriculum is needs led and to evaluate learning.

## **13 Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to

this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Every year, the PSHE leader holds SRE parents evenings to discuss the curriculum and any issues that arise.

If a parent has any issues, they should contact PSHE leader Pam Sturges or Headteacher Neil Winn via telephone or calling at the office.

## **14 Complaints**

Parents or carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's complaints policy.

## **15 Liaison with local media**

*0113 3786007 LCC Media number*

## **16 Local and national references**

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## Appendix 1 – Interactive teaching methods