Tollesbury Primary School

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

This policy was adopted by the Governing Body on October 2025

Purpose

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, and to live successfully alongside others, now and in the future.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

By developing these skills and attributes, pupils are helped to stay healthy and safe and are prepared for life and work in modern Britain.

Aims

- To ensure that all pupils have access to a broad, balanced, relevant, challenging and well taught curriculum which follows government guidance
- To foster pupil well-being and resilience
- To help children understand how to achieve goals
- To develop perseverance skills
- To teach children about mental wellbeing
- To help children to know where to turn to for support if problems arise
- To learn to recover from setbacks
- To enable pupils to understand what makes healthy, respectful relationships with a focus on family and friendships
- To support children's understanding of relationships in the actual and virtual world
- To develop the personal attributes of kindness, integrity, generosity and honesty.
- To develop pupils' personal esteem, confidence and respect for others
- To promote the spiritual, moral, cultural, mental and physical development of children
- To help prepare pupils for the opportunities, responsibilities and experiences of life as they get older, including managing their economic well being
- To help children learn to manage risks
- To identify and assume responsibilities for oneself and for others
- To develop children's ability to communicate successfully with others

PSHE Provision and Organisation[1]

Circle Time[2]

Each class teaches a weekly Circle Time based on the Jenny Mosley model. In September our initial Circle Times cover class rules and responsibilities and working as a class team. Teachers then follow the school Scheme of Work and use their judgement to supplement the lessons as needed by their class, for example an additional Circle Time may be put in place if friendship issues arise.

EYFS follow Development Matters and supplement their teaching with Social and Emotional Aspects of Learning (SEAL) materials.

Many of the lessons in the KS1 and 2 Scheme of Work are suitable for Circle Time, however some aspects of PSHE/Relationships and Sex and Health Education (RSHE) are taught in a more formal style, using appropriate distancing techniques and linking to the Science Curriculum. This is particularly the case with the RSHE lessons related to Sex Education, such as naming body parts, puberty and human reproduction (see Tollesbury RSHE policy).

In addition, some PSHE learning is taught by visitors such as the school nurses or NSPCC representatives. A member of the teaching staff always remains with the children during these sessions and visitors follow the school's Visitor Policy.

PSHE across the Curriculum

As well as being taught discretely, PSHE is embedded in Tollesbury School. This is evident, for example, through celebrations of children's achievements, endorsement of healthy eating and exercising, teaching of e-safety and the use of literature that develops children's empathy and understanding of relationships.

Resources

Teachers use a range of resources to enhance the teaching of PSHE. These include puppets, rainmakers, talking stones etc. Classrooms have "Ask it baskets" for teachers to respond to children's individual questions or concerns that may arise during a PSHE lesson.

Teachers follow the objectives in the PSHE association question-based scheme of work and supplement these resources with materials from Twinkl, SEAL units of work and a range of literature to support their teaching of PSHE.

Equal Opportunities

All children are taught PSHE, no child is withdrawn from Circle Time or RSHE lessons unless a parental request to do so is agreed in line with RSE 2020 DfE guidance.

Each child has equal access to the PSHE curriculum, regardless of gender, ability or race. All pupils are provided with learning experiences which enable them to experience success, gain confidence and acquire skills.

SEND

Children with SEND are supported within PSHE lessons through appropriate adjustments, for example scaffolded learning resources, Teaching Assistant support, Teacher support or changes to seating arrangements.

Assessment

Teachers assess children's skills and abilities at the start of each half term's unit of work and monitor progress during and after each lesson. Judgements are made on pupils' attainment at the end of each term and are recorded in line with the Tollesbury Assessment Policy.

Monitoring

The PSHE leader monitors pupils progress and attainment through lesson observation, pupil interview, environment walks, work scrutiny and data analysis. Findings are reported to the Headteacher and required actions are taken to develop teaching and learning in the subject further.

Appendices

[1] PSHE Association Question based model

[2] Why Circle Time? doc Staff drive, Foundation subjects, PSHE

Appendix 1

PSHE/RSHE Curriculum Map

PRIMARY PSHE EDUCATION: Curriculum Map – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us? NSPCC PANTS	Who is special to us? RSHE Medway Y1/2 lesson 1	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy? RSHE Medway Y1/2 Lessons 2 and 3	How do we recognise our feelings?
Year 3	How can we be a good friend? Medway lessons 1 and 2	What keeps us safe? NSPCC PANTS	What are families like? NSPCC PANTS	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency? (from Spr 1 Y5, also covered by Life saving wkshop Y5)	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can drugs common to everyday life affect health? (from Sum 1 Y5)	How can friends communicate safely?	How will we grow and change? (from Spr 2 Y4) Medway Y4/5 Lessons 1-4	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow? Medway Y6, Lessons 1-4	