



Personal, Social, Health and Economic (PSHE) Policy

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Review every 3 years

Hazelwood Schools - PSHE Policy

Today's children and young people are growing up in an increasingly complex world, navigating their lives seamlessly both online and offline. This environment offers many positive and exciting opportunities but also presents significant challenges and risks. It is essential that children and young people are equipped with the knowledge and skills to stay safe and healthy, while effectively managing their academic, personal, and social lives in a positive and balanced way. In primary schools, the focus of education should be on establishing the foundational building blocks for healthy, respectful relationships. This includes an emphasis on family and friendships across all contexts, including online interactions. Alongside this, children must develop a solid understanding of what it means to live a healthy lifestyle. Personal, social, health, and economic education (PSHE) plays a vital role in providing pupils with the knowledge, skills, and understanding necessary to lead confident, healthy, and independent lives. It also supports their development into informed, active, and responsible young adults. Through a broad range of activities and experiences across the curriculum, pupils are encouraged to engage fully in the life of their schools and communities. This involvement helps them to recognise their own worth, collaborate effectively with others, and take increasing responsibility for their own learning.

PSHE also fosters reflection on personal and social development, addressing many of the spiritual, moral, social, and cultural issues that arise during growing up. Pupils learn about the key political and social institutions that shape their lives, alongside their rights, responsibilities, and duties as individuals and members of communities. Importantly, they develop an understanding and respect for our shared humanity, diversity, and differences, which are crucial for forming effective and fulfilling relationships—an essential foundation for both life and learning.

The Status of PSHE Education

PSHE is a non-statutory subject, but the Government expects all schools to make provision for it.

While PSHE is not statutory, a good deal of material often covered in PSHE is statutorily required as part of Relationship Education, Relationship and Sex Education (RSE) and Health Education.

“Section 2.5 of the national curriculum states that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice. In addition to the national curriculum framework, the Department for Education guidance states that the subject is ‘an important and necessary part of all pupils’ education’ and that ‘schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’ (The National Curriculum in England Key stages 1 and 2 framework document 2013)

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

At Hazelwood Schools, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships and health education - RSHE is part of PSHE education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996

Links to other policies

Internally, this policy links to our RSHE Policy and Safeguarding and Child Protection Policy.

Additionally, the guidance also links to:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Physical health and mental wellbeing (primary and secondary) DfE Statutory guidance
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) education)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Aims and Objectives for PSHE education

We believe that PSHE should enable children to keep themselves safe and become healthier, more independent and more responsible members of society.

We actively encourage our children to play a positive role in contributing to the life of school and the wider community. We will teach the children about their rights and responsibilities and by doing so will help to develop each child's sense of self-worth.

We will teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives who will all become members of the school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. We teach children both about their rights and about their responsibilities and they will learn to appreciate what it means to be a positive member of a diverse and multicultural society. We hold regular Pupil Voice sessions, gathering direct feedback from our children on a range of issues. This feedback is then used to support our school development priorities and focus for future discussions and initiatives.

PSHE education should be closely linked to a child's personal development and experiences. We aim to increase their awareness of the complexity and variety of human relationships, their families and communities and provide them with the knowledge and skills to enjoy life.

PSHE education at Hazelwood is guided by and linked to the British Values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance as well as through our school values: **Respect, Responsibility, Resilience, Honesty, Tolerance & Understanding, Fairness, Ambition, Courage, Creativity, Kindness, Teamwork and Trust.**

The objectives of PSHE are to:

- Prepare pupils for the opportunities, responsibilities and experiences later in life
- Encourage pupils to value and respect themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Have respect for and acceptance of the beliefs, faiths and cultures of themselves and others
- Teach pupils how to make informed choices
- Have an appreciation of how abiding by rules is essential for well-being and safety
- Prepare pupils to be positive and active members of a democratic society
- Understand how to distinguish right from wrong and respecting the values we share
- Be responsible for their own behaviour
- Understand how they can contribute positively to the lives of others

- Recognise prejudicial or discriminatory behaviour and understand the importance of identifying and combating discrimination
- Understand and appreciate the diversity of family units and the relationships they are in
- Teach pupils to understand what constitutes a safe and healthy lifestyle and have the necessary knowledge and confidence to keep themselves safe both emotionally and physically
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Recognise and learn to experience appropriately a range of human emotions
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or lives of others
- Help pupils to identify the characteristics of healthy relationships; how relationships may affect mental and physical health and how to stay safe online
- Prepare pupils for puberty and give them an understanding of the purpose for puberty and the importance of health and hygiene

Creating a Safe and Supportive Learning Environment

Establishing a safe, open and positive learning environment based on trust between all members of the class (children and adults), is essential. We aim to create such an environment by enabling each class to establish 'PSHE rules' at the beginning of each academic year. These rules will be created by the children and everyone in class will be reminded of the agreed rules at the beginning of each lesson.

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils at Hazelwood, regardless of gender, culture, ability, sexuality (LGBTQ+) or personal circumstances (Equality Act 2010). At Hazelwood we have different family structures, including mum and dad, step parents, same-sex parents, adoptive parents, single parents, grandparents raising the children and others. It is important that all children are able to see themselves and the community in which they live and come to school, in our curriculum and that we respect, appreciate, understand and celebrate this diversity.

Teaching will take into account the age, stage, ability, readiness, and cultural background of children to ensure all can fully access PSHE education provision. Careful consideration is given concerning the level of differentiation needed, and in some cases the content and/or delivery will be adapted. Teachers and/or adults providing support may work with individuals if required and appropriate.

Provision for Special Educational Needs and Disabilities (SEND)

At Hazelwood Schools, we have high expectations for all children. Teachers adapt teaching and scaffold learning to support children to achieve the learning in class and use a variety of strategies to support that as required according to the child's individual needs. Further details can be found in our SEN and Inclusion Policies: [SEND & Inclusion](#).

Relationship, Sex and Health Education

We are required to teach relationships education (RHE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for

Science, pupils will learn about human life cycles, including fertilisation and how a baby is born. Please refer to our RSHE policy on the website for further information, statutory guidance, rationale and aims.

Teaching and Learning

We allocate one lesson per week for each year group during curriculum time to PSHE education. We will be using the Coram Life Education SCARF programme which is mapped and planned effectively meeting the PSHE programme of study and comprehensively linked to National Curriculum objectives. Updates of resources are shared on the SCARF website and the PSHE lead will notify all teachers of any updates. There will be occasions where PSHE objectives will be introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education) and these will be mapped on each year group's curriculum web and uploaded to the year group's web page on the school's website. The programme will be taught through a variety of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. Lessons are taught by class teachers. In addition to this, we often invite visitors, where appropriate, to complement the learning taking place in the classrooms. [Click here for PSHE Curriculum overview](#)

Teaching Responsibilities and Staff Training

The PSHE co-ordinator and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE co-ordinator will monitor the delivery of the programme through observations and discussions with teaching staff to ensure consistent and coherent curriculum provision. The co-ordinator will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. If using external speakers to deliver aspects of our PSHE programme, we will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit in to and complement the programme.

Monitoring and Review

The Governing body monitors the PSHE policy. They will review the policy in relation to current practice and any changes or alterations which may have occurred. Our PSHE coordinator is responsible for monitoring the standards of teaching and learning. They will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. They are also responsible for evaluating strengths and areas of improvement in the teaching and learning of PSHE. The coordinator will undertake learning walks to monitor the teaching and learning of PSHE and collate evidence of teaching and learning.

Confidentiality and Handling Disclosures

As a general rule a child's confidentiality is maintained by the member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns following the schools safeguarding procedures and a designated safeguarding lead will take action in accordance with our safeguarding policy. All staff members are familiar with the policy and know the identities of the members of staff with responsibility for child protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by a member of staff throughout the process.

Responding to Pupils Questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having a procedure in class such as an anonymous question box or all pupils to be given paper at the beginning of the lesson and all pieces of paper being collected in at

the end of the lesson. Where a question is asked and the member of staff wishes to have more time to find an appropriate answer, the child will be told they will get an answer at a different time (teacher will specify when) so the teacher can ensure they have got the correct information. The child will be reminded not to use internet search engines to find their own answers. If safeguarding issues are raised by an anonymous question, we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy. If a question is deemed inappropriate for the age/stage of the class, teachers will explain to the pupil (either on a one-to-one basis or whole class basis depending on the question) that the question is not appropriate and may ask the pupil to speak to their parent/carer at home or let the pupil know that it will be a topic covered in another year group. If an adult is concerned about the question raised, they may also contact the pupil's parent/carer to discuss what was said and/or the Designated Safeguarding lead. Staffs have received training to support them when a difficult or inappropriate question may/will be asked.

Involving Parents and Carers

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum via curriculum pages on the website and encourage discussion of these topics at home.