Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Personal, Social, Health and Economic Education Policy

This policy was reviewed Spring 2026

The policy is to be reviewed: Spring 2028

Signed ……. Chair of Governors

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1. Aims

‘‘Personal, social, health and education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens’’. The National Curriculum Handbook for Primary Teachers, 1999.

In our school PSHE is central to the education of all our children and is evident in all aspects of the life of our school. We provide a planned curriculum to promote the personal and social development of the children, including their health and wellbeing.

In line with our School Vision - A school family where everyone thrives in every way - we aim to create a friendly and supportive atmosphere, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. We believe that a child’s personal and social development has a crucial impact on their ability to learn effectively.

Our planning and provision are underpinned by our School Aims:

Our school vision and its values are underpinned by detailed, rigorous and innovative teaching methodologies and we aim:-

• To enable all children to learn and develop their skills to the best of their ability

• To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning

• To teach children the essential skills of effective communication

• To teach children the basic skills of English and Maths

• To enable children to be creative and to develop their own thinking

• To teach children about their developing world, including how their environment and society have changed over time

• To help children understand Britain’s diverse cultural heritage

• To enable children to be positive citizens in society

• To fulfil all the requirements of the Primary Curriculum and the Locally Agreed Syllabus for Religious Education

• To teach children to have an awareness of their own spiritual development, and to understand right from wrong

• To help children understand the importance of our British Values, so that they grow up committed to equal opportunities for all

• To enable children to have respect for themselves and high self-esteem, and to be able to live and work co- operatively with others

• To support pupils to develop the skills, knowledge and motivation to lead healthy and active lives

Christian Values Our school’s Christian values underpin our school life and curriculum. They guide all members of the school’s community in their thoughts and behaviours. Our core curriculum values are:-

• Love

• Community

• Respect

• Generosity

• Friendship

• Perseverance

• Thankfulness

• Responsibility

• To promote pupils' understanding of sustainability and stewardship of the earth's resources.

In our school we aim to

• Develop a positive self-image and make the most of their abilities.

• Provide opportunities for all our children to learn and achieve.

• Promote the spiritual, moral and social development of our children.

• Prepare children for the opportunities, responsibilities and experiences of adult life.

• Promote a positive, Christian ethos within the school which encourages genuine participation.

• Through our PSHE curriculum we aim to help each child to know the key elements of a healthy lifestyle and make informed choices.

• Keep themselves and others safe.

• Develop a sense of right and wrong and fairness and act upon these, appreciating that their actions have consequences for others.

• Have worthwhile and fulfilling relationships, appreciating the qualities of others and respecting the differences between people.

• Develop social skills and learn to work collaboratively with others.

• Understand that people have rights and these should be respected.

• Learn how to care for property, and develop respect for the property of others.

• Take an active role in the life of the class and school and develop the skills to be able to play an effective part in society.

• Develop an understanding of the democratic process.

2. Statutory requirements

PSHE is a non-statutory subject. However, as per the Department for Education guidance, 'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE.' Additionally, there are aspects that we are required to teach:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

Our planned curriculum follows the National Curriculum Framework and makes use of the Jigsaw Scheme of Work. See the attached curriculum map for more details about what we teach in each year group.

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on our school website: https://www.mrisborough.bucks.sch.uk/

3.2 How we teach it

- All staff and children are involved in PSHE in a variety of ways, and opportunities exist throughout the curriculum.
- In the Foundation Stage the PSHE is an integral part of the topic work covered during the year. Our teaching in PSHE matches the aim of developing the children's Personal, Emotional and Social Development as set out in the Early Learning Goals. PSHE is further supported in the topics when developing the children's knowledge and understanding of the world.
- KS1 and KS2 follow a planned topic matrix for PSHE, based on the National Curriculum Framework and using Jigsaw Schemes of Work. Provision is made within the timetable to deliver these topics as discrete lessons, although the nature of PSHE inevitably gives it a cross curricular diversion, permeating all aspects of life in school.
- To facilitate the learning of the children in PSHE

    i. The purpose of each lesson is made clear.

    ii. Appropriate learning experiences are planned to meet the needs of all the children in the class.

    iii. Learning experiences draw on the children's own experiences or existing knowledge and provide a range of opportunities for children to learn, practise and demonstrate skills, attitudes, knowledge and understanding.

    iv. Time is given for children to reflect, consolidate and apply their learning.

    v. Attention is given to developing a safe and secure classroom environment.
- Work in PSHE can occur in several curriculum areas, notably RE, Science, History, Geography, PE, Literacy, Art and Design. Teaching and learning in all subjects offer opportunities for promoting the ethos of our school, developing children's confidence

and sense of responsibility, enabling them to make the most of their abilities and learn new skills, and learning to work with others.

- Collective Worship provides a daily opportunity to enhance the children's spiritual, moral and social development. Opportunities include: i. Reflecting on Bible teaching, learning about Christian values and behaviour. ii. Considering topical social, spiritual, moral and cultural issues. iii. Celebrating individual and group achievement.
- Due to the sensitive nature of PSHE, staff strive to create an atmosphere of trust where children feel able to talk about their views and feelings. This is encouraged during Circle Time, although all children have the right not to join in discussion. PSHE activities take many forms, designed to support the development of social skills or to encourage children to reflect on certain topics. Activities may include i. group work, paired work, individual work ii. role play to explore issues iii. debate iv. problem solving or team building activities
- All members of staff strive to show good role models for the children in the way they relate to each other, their pupils and to other adults.
- All staff encourage good behaviour, as reflected in the school Behaviour Policy and Code of Behaviour booklet.
- PSHE is promoted within the Christian values and ethos of our school by

    i. having a common sense of purpose

    ii. having a shared vision

    iii. presenting a welcoming atmosphere

    iv. encouraging positive behaviour and respectful relationships

    v. challenging discrimination and bullying

    vi. promoting courtesy and respect

    vii. raising and recognising achievement

    viii. consulting and valuing all members of the school community
- Children with Special Educational Needs. We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of more able children, children with medical conditions and behavioural concerns, and children with learning difficulties. When delivering PSHE we take into account the targets set for the children in their Individual Education Plans.
- Equal Opportunities All children have an entitlement to access the Programmes of Study at an appropriate level. This is defined and confirmed in our school Equal Opportunities Policy.
- Multicultural Opportunities PSHE naturally relates to studying links with other cultures and these are developed wherever possible.
- Our School Council is an effective way of engaging the children in the life and organisation of the school. It is underpinned by work in class, so that all children benefit from the resulting knowledge, skills and understanding, not just the stated few. Each term every class votes for two representatives to join the Council. Meetings are held each month and Council members are encouraged to use part of Circle Time to ask if there are any concerns that need to be raised, and to report back after each meeting. There is also a readily accessible Suggestions Box in each classroom.

Activities and Events

A wide variety of activities and events are used to promote the PSHE of our children. The school has a close relationship with St. Dunstan's Church. The vicar visits school regularly, and classes visit the church as part of our RE syllabus, the whole school going to church for Harvest, Christmas, Easter and Leavers' services.

We take part in many fundraising initiatives for the local and wider community. These have recently included Operation Christmas Child, Red Nose Day, NSPCC.

Both Choirs visit residential homes for the elderly to perform carols at Christmas as well as taking part in the local Christingle Service at St Dunstans. Produce from our Harvest Festival Service is distributed to local charities. To foster a sense of responsibility and care for others, children have the opportunity to undertake many duties around the school. These range from helping within class to assisting younger children during lunchtime. The older children particularly help all teachers in a variety of practical tasks in their classrooms.

Children in Year R -Year 2 have the opportunity to join our Glee Club and Children in Years 3 – 6 have the opportunity to join the school Choir. Both groups regularly perform in school and for a wider audience within the community. At Christmas families and friends are invited to a range of concerts throughout the school, when every child has the opportunity to participate.

Children are regularly taken out of school to local museums and sites of regional, historic or scientific interest in order to enhance learning in the classroom. Years 6 are offered a week of adventure activities away from their families, which does a great deal to improve confidence, raises self esteem, and nurture team building qualities. Every class gets the opportunity to go on a school trip during the year.

Visitors

The school leads the PSHE programme but outside visitors play a significant role. Police officers, health workers, Cycling Proficiency trainers and safety agencies for fire, water, electricity and first aid work alongside the children on a variety of projects.

There is a school protocol for involving such visitors. Any person in an official capacity will have been approved by the school's leadership team. ii. Visitors sign in at the office on arrival and wear an identity badge. iii. Casual visitors discuss their role and subject matter with the class teacher beforehand; this is then delivered under the jurisdiction of the teacher. iv. The need for confidentiality will have been discussed and agreed upon.

Child Protection Issues

Staff have guidelines for dealing with sensitive and controversial issues and confidentiality, and have all received training on this issue. The Headteacher is the named person

responsible for Safeguarding and both Assistant Heads are deputy designated safeguarding leads.

Assessment and Recording

As with any learning process, assessment of children's personal, social and emotional development is important. The children may produce work in books independently or as part of group work however the main representation of the learning that happens within PSHE is recorded using digital floorbooks.

It provides information which indicates the progress and achievement of the children and informs the planning of future work. Children do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. Further, the process of assessment has a positive impact on children's self-awareness and self-esteem. Teachers assess children's knowledge and understanding in PSHE by making informal judgments as they observe them during lessons, projects and events, and by marking class work. At the end of each unit class teacher's assess each child as either working towards, working at or working above age related expectations.

Children's achievements are shared with Parents at parents' evening, book looks and in end of year reports. We operate an ''open door'' policy and staff are always available to discuss any concerns about the children's personal, social and emotional development. We do not set formal tests in PSHE.

Celebration of Achievement

This contributes to:

- building children's self esteem
- developing a sense of community and belonging
- creating a positive atmosphere in the school
- developing children's sense of pride and satisfaction

Achievement is celebrated:

- in class as appropriate
- in whole collective worships
- in key stage/class worships
- on notice boards and in displays
- through outside agencies as appropriate

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.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to resources committee.

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

This is an ongoing process, and is affected by short, medium and long term plans in place to ensure continuity and progression, monitored by the Headteacher and PSHE Co-ordinator thoroughly through:

• Class teachers monitoring and evaluating their schemes of work, amending and updating as necessary

• Lesson observations

• Samples of children's work and displays

• **Policy reviews carried out bi-annually**

PSHE Coordinator

We have a designated PSHE Coordinator whose role is to:

• liaise with staff, governors, LEA advisors, community agencies to provide a curriculum which ensures continuity and progression

• monitor and evaluate the delivery of the curriculum in relation to the policy and Schemes of Work

• develop and advise on appropriate resources

• develop Action Plans in relation to School Development Plans

• monitor training needs and arrange staff development.

Curriculum Map

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition