



Personal, Social, Health and Economic (PSHE) POLICY

Updated: April 2026

Reviewed: Mrs Zoe Hilton



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1. Legal Framework

This policy links to all relevant legislation and statutory guidance to the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DFE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education '
- DFE (2013) 'Science programmes of study: Key stages 1 and 2'
- DFE (2021) 'Teaching about relationships, sex and health'
- Uk Council for Child Internet safety (2020)
- DFE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education

This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Anti-bullying Policy
- Relationships, Sex and Health Education (RSHE) Policy

2. Rationale

At Newham Bridge School, Personal, Social and Health and Economic (PSHE) Education is an embedded part of our broad and balanced curriculum. As a 'Rights Respecting School' (Bronze award), we have developed a whole school ethos, environment and curriculum that works towards enabling our children to build on their relationships and to become active citizens in the wider world.

3. Intent: What we want for our Newham Bridge pupils

At Newham Bridge Primary School, we provide a warm, safe and happy environment where children freely share and learn from their experiences. It is our intention that they understand their rights (UNCRC) and their responsibility to uphold these. We want our children to know how to be safe in the different situations they will face throughout their lives and how to develop and maintain healthy relationships. We strive to ensure our children can make informed decisions as safe, responsible citizens with a focus on the online world they navigate each day, both socially and within school. We encourage them to play a positive role in contributing to the life of the school and the wider community. We teach them to know how our society is organised and governed. We ensure that the children experience the process of democracy through participation in the election and running of the school council.

We believe that we help and support our children to build resilience, independence, embrace challenge and foster a love for learning. We aim to ensure our children transition well across their school journey with confidence, high aspirations and a belief in themselves. Throughout their primary school journey, we strive to deliver the importance of understanding the characteristics in the world our children are growing up in. We intend that children learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Pupil participation is integral to the school's vision and ethos and there are clear structures in place to capture pupils' voice. We will prepare them for the opportunities, responsibilities and experiences of later life and as a result, our children will be able to play a positive and successful role in today's society.

4. Roles and Responsibilities

The PSHE subject leader is responsible for:

- Formulating and updating the policy when appropriate
- Ensure the staff are aware of the policy's content and planning and delivery is linked with the school long term and medium schemes of work.
- Ensuring the curriculum progression are shared and understood by staff and staff deliver high quality and interactive teaching which facilitates progress
- Monitoring and evaluating the implementation and impact of the PSHE curriculum
- Ensuring appropriate resources are available and regularly updating them within the school budget and according to needs
- Keeping up to date with new developments in PSHE and attending relevant CPD
- Sharing information from external sources to staff and children
- Providing support where appropriate for staff
- Ensuring that PSHE maintains a strong profile within the school, through displays . . .
- Keeping a PSHE portfolio that will include examples of planning, examples of children's work and photographs, curriculum walk reports, visits linked with PSHE. . .

5. Curriculum and Curriculum Progression

At Newham Bridge, PSHE plays a valuable role in the whole school curriculum and ethos of the school. Our children follow a carefully structured PSHE curriculum designed to progressively enhance their understanding of the world and to provide them with skills to understand how to keep safe and healthy. It promotes discussion, encourages self-respect and helps our children to develop into global citizens.

Our PSHE Curriculum follows a sequence of teaching that builds and revisits our three key strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

By revisiting the three main strands across the year groups, children consolidate the key skills needed to stay safe, develop and maintain positive relationships and to be active respectful citizens in the wider world.

Our approach to PSHE starts from Early Years (Early Learning Goals) and progresses across school. The children will be taught through ideas of the non-negotiables linking to:

- Families and Relationships
- Friendships
- Belonging to a community
- Media and digital
- Money and Work
- Physical and Wellbeing
- Growing and Change

Early Years Foundation Stage

Linking with the Early Learning Goals (ELG), PSHE supports children's personal, social and emotional development by helping to build positive relationships, develop self-confidence, understand feelings and to begin to learn about health, safety and wellbeing through play and everyday experiences.

Key Stage One

In Key Stage one the children develop greater self-awareness, resilience and empathy, learning about friendships, respecting differences, managing emotions, making healthy choices and staying safe.

Key Stage Two

In Key Stage two, children are supported to make more independent and informed decisions, developing positive relationships (including online), physical and emotional changes, rights and responsibilities and understanding wider social issues, preparing them for transition to Secondary school and the challenges of adolescence.

Our curriculum also incorporates with the Rights Respecting Schools Agenda, Global Goals and British Values. PSHE is delivered weekly by the class teacher or is linked with other subjects. Our lessons provide the opportunity for children to develop great oracy skills and learn PSHE through debates, discussions or circle time. We understand the importance of children having a positive and purposeful PSHE curriculum by giving each child a voice and ensuring their views and ideas can be heard. Our children, through discussions, can agree classroom rules of behaviour, and resolve any conflicts.

Assembly themes are closely linked to PSHE, Rights Respecting School, British Values and SMSC and incorporate additional sessions that benefit the whole school as required. At Newham Bridge, we welcome our community-based visitors, who give our children the support and expertise to stay safe in our local area. We provide our children with the opportunities for them to learn the rights and responsibilities and to appreciate what it means to be a member of the diverse society in which we live in. Visitors such as, Emergency services, NSPCC , Pedestrian safety . . . compliment and strengthen our PSHE curriculum, offering additional learning opportunities that enrich our children's experiences. We want our children to know how to be safe and stay safe.

We also provide the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

British Values

At Newham Bridge, we teach our children the five key 'British Values'. The government set out its definition of British values and we discuss:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those different faiths and beliefs

6. Oracy in PSHE

Oracy in PSHE enables our children to articulate emotions, debate topical topics, and build empathy. It bridges thinking and learning, fostering self-esteem, collaboration, and respectful communication through structured discussions. The 4 key aspects of oracy link to the 'Voice 21 Oracy framework' that Newham Bridge follows to help our children develop techniques to speak effectively and listen with a purpose. The 4 key strands in Oracy are:

- **Physical** - The children build confidence in their discussions maintaining eye contact and projecting voice during assemblies or debates on topical issues.
- **Linguistic** – The children use key vocabulary to discuss health, feelings, or emotions; using "I" statements in conflict resolution; and adapting tone for different audiences.
- **Cognitive** - The children learn about reasoning and justifying their opinions on moral issues, clarify their feelings, brainstorm solutions to social conflicts, and summarise discussions about safety or health.
- **Social and emotional** -The children listen respectfully to different viewpoints, take turns, show empathy, collaborate in groups to solve problems, and manage feelings of frustration

7. Assessment

Our teachers assess the children's work by making formal judgements, observe lessons and listen to their children's responses to questions, look through their work produced in relation to the expectations set out through the curriculum overview. We have clear expectations of what the children will know, understand and be able to do at the end of each Key stage. We do not set formal assessments in PSHE. The assessments that we make of pupil achievements are through positive and value achievement.

8. Resources

At Newham Bridge, we have a selection of materials such as books, the Yasmine and Tom programme (linked to RSHE), online resources that help support teaching with PSHE topics.

9. Inclusion Equal opportunities and SEND

All children at Newham Bridge school will be treated equally and will be taught PSHE equally, irrespective of their gender, ethnic, origin, disability or cultural background. All children will be treated with respect and spoken to in a positive manner. The PSHE lessons can be adapted according to the needs of the children. Provision will be made for the child to access the curriculum at their own level.

10. The Role of the Governor

A member of the governing body will be assigned to work alongside the PSHE leader. The policy will be shared with all members of staff, SLT and the governing body.

11. Working with Parents and Carers

At Newham Bridge school, we understand the important role parents/carers play in enhancing their children's understanding of relationships and health. We also see how important it is to listen to parents'/carers' views and allow them to voice their opinions and concerns. We wish to build a positive and supportive relationship with our parents/carers and we invite them into school to provide them with information about the subject, address any concerns and help parents/carers and manage any conversations with their children on any issues covered in the curriculum.

12. Withdrawing from subjects

Parents/ Carers cannot withdraw their children from Statutory Relationships or Health Education, according to GOV.UK guidance. Parents/Carers can only withdraw their children from sex education lessons (known as Relationships, Sex and Health Education – RSHE – See separate RSHE policy). This right exists for Primary school sex education that is not part of the mandatory National Curriculum for Science. Withdrawal requests requiring a conversation with the Headteacher.

The headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent/ carer, the benefits of receiving this important education, and any adverse effects that withdrawal may have on the pupil, for example, social and emotional effects of being excluded.

13. Handling Questions covering Content not included

During the PSHE lessons, children may ask questions about content not covered in the PSHE curriculum, or children who may have been withdrawn from the subject may ask questions about lessons being delivered by their peers. Teachers are to answer these questions at an age-appropriate level by explaining in a generalised manner that the question does not relate to information covered in the curriculum and advise that they speak to a trusted adult at home. A teacher may inform parents / carers at home of any questions raised during a lesson.

14. Confidentiality

The teachers will alert Safeguards about any suspicions of inappropriate behaviour or potential harm. (Policy linked with Child Protection and Safeguarding Policy)

15. Working with external experts

External experts may be invited to assist part of a lesson and will be expected to comply with the provision of this policy and Government guideline. The intended use of external experts is to enhance the curriculum delivered by the teachers.

16. Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief

17. Monitoring and Evaluation

The PSHE subject leader is responsible for monitoring the quality of teaching and learning and will:

- Support teachers by giving relevant information to staff about the current developments in the subject, about the curriculum overview, discussing key concepts in PSHE, teaching the subject, observing and giving feedback
- Monitoring the delivery of the planning
- Review and share any changes in the Policy
- Review and advise SLT on PSHE resource provision
- Maintain samples of work from each year group into PSHE portfolio

The policy will be reviewed at least every two years.

Policy Review: April 2026

Subject PSHE Leader: Zoe Hilton

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