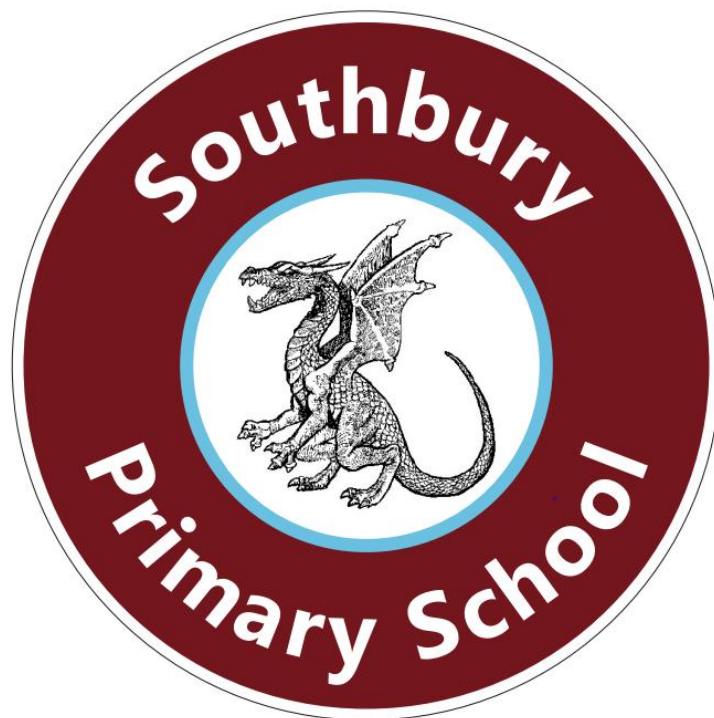


Personal, Social, Health and Economic (PSHE) Education Policy



Southbury Primary School

Dream Big, Fly High!

At Southbury Primary School, we believe that every child deserves the opportunity to dream big, fly high and flourish. Through our Personal, Social, Health and Economic curriculum, we nurture confident, respectful and resilient young people who are equipped with the knowledge, skills and values to build positive relationships, make informed choices and contribute positively to the world around them.

Document Control

Policy Owner	Anna Wellbrook
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Our Vision for PSHE

At Southbury Primary School, we believe that Personal, Social, Health and Economic education is about far more than learning facts.

It is about developing confident, respectful and resilient young people who understand themselves, value others and are equipped to make informed, positive choices throughout their lives.

Through our motto,

Dream Big. Fly High.

we strive to ensure that every child leaves Southbury feeling safe, valued, respected and ready for the future.

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The Southbury PSHE Journey

Dream Big

Children begin by developing a strong sense of self.

They learn to:

- understand and value who they are;
- recognise and manage their emotions;
- build confidence and resilience;
- believe in their own potential;
- develop aspirations for the future.



Grow Together

As children mature, they learn how to build positive relationships with others.

They learn to:

- show kindness, empathy and respect;
- celebrate diversity;
- communicate effectively;
- resolve conflict positively;
- contribute to their school and wider community.

Fly High

By the time children leave Southbury, they are ready for the next stage of their education.

They leave with the knowledge, skills and values to:

- make informed choices;
- keep themselves physically and emotionally safe;
- demonstrate integrity and responsibility;
- embrace new opportunities with confidence;
- make a positive contribution to society.

1. Introduction

At Southbury Primary School, we believe that every child deserves the opportunity to grow into a confident, healthy, respectful and responsible individual. The Personal, Social, Health and Economic (PSHE) curriculum forms a vital part of our curriculum and plays a significant role in promoting children's personal development, wellbeing and safeguarding.

Our PSHE curriculum supports children to develop the knowledge, skills, attitudes and values they need to build positive relationships, make informed decisions, understand themselves and others, and prepare for life in modern Britain. Through high-quality, age-appropriate learning experiences, children develop resilience, empathy, respect, emotional literacy and the confidence to seek help when they need it.

At Southbury Primary School, we recognise that effective PSHE extends far beyond discrete lessons. It is embedded throughout school life, reflected in our values, modelled through positive relationships and reinforced through our wider curriculum, assemblies, enrichment opportunities and daily interactions.

2. School Vision and Values

Our school motto, "**Dream Big, Fly High!**", reflects our ambition for every child to develop high aspirations and reach their full potential.

We are committed to providing a happy, nurturing and inclusive learning environment where children feel safe, valued and inspired to succeed. Through high expectations, meaningful partnerships with families and an ambitious curriculum, we enable every child to develop the confidence, independence and resilience needed to flourish both academically and personally.

Our PSHE curriculum is central to achieving this vision. It equips children with the knowledge, understanding and personal qualities needed to build healthy relationships, celebrate diversity, manage life's challenges and become active, respectful members of society.

The teaching of PSHE reflects and promotes Southbury Primary School's values.

Children are encouraged to demonstrate cooperation, honesty, responsibility, determination, courage, kindness, respect, friendship, tolerance, trust, patience and good manners throughout their learning and everyday interactions.

These values underpin our curriculum and support children in becoming compassionate, respectful citizens who understand the importance of treating themselves and others with dignity, empathy and kindness.

Relationships, Sex and Health Education provides children with essential knowledge and life skills that enable them to keep themselves healthy and safe, develop positive relationships and prepare for the opportunities, responsibilities and experiences of adult life.

At Southbury Primary School, we believe that high-quality PSHE empowers children to:

- develop positive attitudes towards themselves and others;
- understand healthy, respectful and caring relationships;
- recognise and manage their emotions effectively;
- make informed, responsible and safe decisions;
- understand how to maintain good physical and mental health;

- recognise risks and know where to seek support;
- appreciate diversity and challenge prejudice;
- become resilient, confident and responsible members of their local and wider communities.

Our curriculum is carefully sequenced from Nursery to Year 6 to ensure that knowledge and skills build progressively over time. Learning is informed by the Twinkl PSHE curriculum, updated to reflect the 2026 statutory guidance, alongside the principles and guidance of the PSHE Association. These resources provide a coherent framework while allowing teachers to exercise professional judgement and adapt learning to reflect the needs, experiences and developmental stage of the children they teach. Lessons are delivered sensitively and respectfully, recognising the rich cultural and religious diversity of our school community while ensuring that all statutory requirements are met.

At Southbury Primary School, we believe that every child deserves the opportunity to flourish. Through our carefully sequenced PSHE curriculum, we equip children with the knowledge, understanding and personal qualities they need to build positive relationships, make informed choices, value diversity, keep themselves safe and contribute positively to society. By nurturing confidence, resilience, empathy and respect, we enable our children to develop the character and aspirations needed to truly *Dream Big, Fly High!*

3. Curriculum Intent

At Southbury Primary School, we believe that every child has the right to an ambitious, inclusive and empowering Personal, Social, Health and Economic (PSHE) curriculum that enables them to flourish as confident, respectful and responsible individuals, both now and in the future.

Our PSHE curriculum has been carefully designed to support children to develop the knowledge, understanding, skills and attributes they need to flourish as confident, respectful and responsible members of society.

In line with our vision of *Dream Big, Fly High!*, we intend for every child to:

- develop healthy, respectful and positive relationships built on kindness, empathy and mutual respect;
- understand how to keep themselves physically, mentally and emotionally healthy;
- recognise risks, make informed decisions and know how to seek support when needed;
- appreciate, celebrate and respect diversity within our school, local community and wider society;
- develop resilience, confidence and independence, enabling them to manage change and life's challenges;
- understand their rights, responsibilities and the importance of contributing positively to society;
- become responsible digital citizens who can navigate the online world safely and respectfully;
- leave Southbury Primary School equipped with the knowledge, skills and values needed to thrive in modern Britain and beyond.

Our curriculum reflects the needs of our children and our community while ensuring full coverage of the statutory Personal, Social, Health and Economic curriculum. Through carefully sequenced learning, children revisit and deepen their understanding over time, enabling them to make meaningful connections and apply their learning with increasing confidence.

In line with our vision of *Dream Big, Fly High!*, we intend for every child to:

- develop healthy, respectful and positive relationships built on kindness, empathy and mutual respect;
- understand how to keep themselves physically, mentally and emotionally healthy;
- recognise risk, make informed decisions and know when and how to seek help;
- appreciate, celebrate and respect diversity within our school community and the wider world;
- develop resilience, confidence and independence so they are well prepared for life's opportunities and challenges;
- understand their rights and responsibilities and contribute positively to their communities;
- become responsible and respectful digital citizens who can navigate the online world safely;
- leave Southbury Primary School equipped with the knowledge, skills and values to flourish in an ever-changing world.

We want every child to leave Southbury believing in themselves, caring for others and having the confidence to make positive choices throughout their lives.

4. Statutory Framework

The delivery of Personal, Social, Health and Economic curriculum (PSHE) at Southbury Primary School is informed by current legislation and statutory guidance.

Personal, Social, Health and Economic Education is compulsory in all primary schools. Our curriculum is delivered in accordance with the statutory guidance issued by the Department for Education and is supported by the National Curriculum for Science.

At Southbury Primary School, we deliver all statutory elements of Personal, Social, Health and Economic curriculum and the relevant aspects of the National Curriculum for Science.

We do not teach additional non-statutory Sex Education beyond the statutory requirements for primary-aged children.

Our curriculum is planned and delivered in an age-appropriate, inclusive and sensitive manner. Lessons recognise and respect the rich cultural and religious diversity of our school community while ensuring that all children receive their statutory entitlement to high-quality PSHE.

In developing and reviewing this policy, consideration has been given to relevant legislation and guidance, including:

- The Personal, Social, Health and Economic curriculum and Health Education statutory guidance;
- The National Curriculum for England;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- The Children Act 1989 and 2004;
- The SEND Code of Practice.

5. Curriculum Implementation.

At Southbury Primary School, we believe that effective Personal, Social, Health and Economic Education is built upon positive relationships, high-quality teaching and a safe, inclusive learning environment. Our curriculum is designed to ensure that children develop the knowledge, skills and understanding identified within our Curriculum Intent through a progressive programme of learning from Nursery to Year 6.

The PSHE curriculum is informed by high-quality, evidence-based resources, including the Twinkl PSHE curriculum (updated to reflect the 2026 statutory guidance) and the principles and guidance of the PSHE Association. These resources provide a coherent framework to support progression and ensure full coverage of statutory requirements.

Each unit is driven by carefully selected enquiry questions that encourage children to think deeply, make meaningful connections and reflect on how their understanding develops over time. These questions provide a focus for learning and support children in recognising their own progress as they revisit them at the end of each unit.

Whilst providing a clear structure for learning, teachers exercise professional judgement to adapt lessons and learning experiences to meet the needs, interests and developmental stage of the children they teach. Lessons are delivered sensitively and respectfully, recognising the rich cultural and religious diversity of our school community whilst ensuring that all children receive their statutory entitlement to PSHE.

PSHE is taught through a planned programme of weekly lessons, delivered in half-termly units, which ensure that knowledge and skills are developed progressively throughout each academic year. Wherever possible, all year groups explore the same overarching theme simultaneously. This whole-school approach enables key messages to be reinforced consistently through assemblies, collective worship, classroom discussion and our shared school values, creating meaningful links across the school community.

Learning is further strengthened through weekly morning activities that promote reflection on our school values, whole-school assemblies, enrichment opportunities, educational visits, visitors and the everyday experiences of school life. As a result, PSHE is not viewed as a discrete subject but as an integral part of the culture and ethos of Southbury Primary School.

Learning is carefully sequenced to build upon prior knowledge and understanding. Key concepts are revisited throughout a pupil's journey through the school, allowing children to deepen their understanding, strengthen their skills and apply their learning with increasing confidence and independence.

At Southbury Primary School, we recognise that the most meaningful learning happens when children experience our values in action. Consequently, PSHE is embedded throughout school life and is reinforced through positive relationships, high expectations, consistent routines and the everyday interactions that shape our school community.

Teachers establish safe and respectful learning environments where children feel valued, listened to and confident to participate. Ground rules are used to promote respectful discussion and create opportunities for children to ask questions, share ideas and reflect on their learning in a supportive atmosphere.

A range of teaching approaches are used to engage children and promote meaningful learning, including:

- discussion and collaborative learning;
- scenario-based learning and problem solving;
- role play and drama activities;
- reflection and self-assessment;
- storytelling and high-quality texts;
- videos, images and real-life contexts;
- retrieval practice to support long-term learning;
- opportunities for pupil voice and debate.

Through these approaches, children are encouraged to think critically, develop empathy, consider different perspectives and apply their learning to real-life situations.

The impact of our curriculum is strengthened by the consistent modelling of our school values by all members of the school community. Staff act as positive role models, promoting respectful relationships, kindness, responsibility and inclusion in all aspects of school life. In this way, PSHE is not only taught as a subject but lived through the daily experiences of children at Southbury Primary School.

6. Curriculum Content

At Southbury Primary School, our PSHE curriculum is carefully planned to ensure that children develop the knowledge, understanding and skills needed to build healthy relationships, maintain positive physical and mental wellbeing and become active, responsible citizens.

The curriculum is progressive from Nursery to Year 6 and is organised into three interconnected strands, enabling children to revisit and deepen their understanding as they move through the school.

Relationships

Through this strand, children develop the knowledge and skills to build and maintain healthy, respectful relationships. Children learn about friendships, families, kindness, respect, inclusion, communication, resolving conflict, recognising unsafe situations and knowing how to seek support. As children mature, learning develops to include personal boundaries, consent in age-appropriate contexts, online relationships and recognising healthy and unhealthy behaviours.

Health and Wellbeing

Children develop an understanding of both physical and mental health, recognising the importance of making healthy lifestyle choices. Learning includes emotional wellbeing, managing feelings, resilience, healthy eating, physical activity, personal hygiene, sleep, medicines, safety, growing and changing, puberty and understanding how to maintain healthy bodies and minds.

Living in the Wider World

Children explore their role within school, their local community and wider society. They learn about rights and responsibilities, diversity, equality, financial education, careers and aspirations, caring for the environment, citizenship and becoming responsible digital citizens. Learning encourages children to value diversity, contribute positively to their communities and understand their place in an increasingly interconnected world.

These three strands are carefully interwoven throughout the curriculum, enabling children to make meaningful connections between different aspects of their learning and apply their understanding to real-life situations.

Across all three strands, children engage in carefully selected themes that promote aspiration, respect, resilience, personal safety, emotional wellbeing and an appreciation of the diverse world in which they live.

A detailed overview of the curriculum content and progression across each year group can be found in **Appendix A**.

7. Adaptive Teaching, Inclusion and Equality

At Southbury Primary School, we believe that every child is entitled to access a high-quality, ambitious Personal, Social, Health and Economic bring with them a wide range of experiences, strengths and needs. Our role is to adapt our teaching so that every pupil can access, engage with and succeed within the curriculum, while maintaining consistently high expectations for all.

Learning is carefully planned to ensure that all children, including those with Special Educational Needs and Disabilities (SEND), disadvantaged children, children who speak English as an Additional Language (EAL) and those who are more able, are supported and appropriately challenged. Teachers use their knowledge of individual children to adapt teaching, resources, questioning, modelling and levels of support, enabling every child to participate confidently and make meaningful progress.

Adaptive teaching may include, but is not limited to:

- carefully selected vocabulary and clear explanations;
- visual supports, practical resources and structured learning activities;
- live modelling and worked examples;
- additional scaffolding or challenge where appropriate;
- A variety of questioning to check understanding;
- Guided practice;
- opportunities for discussion, reflection and overlearning;
- flexible grouping to support learning;
- regular retrieval of prior learning to strengthen understanding.

Adaptations are made without reducing the ambition of the curriculum. We believe that every pupil is entitled to access the same rich learning, with teaching adapted to remove barriers, foster independence and enable success.

Southbury Primary School celebrates the diversity of its community. Our PSHE curriculum promotes respect, inclusion, equality and belonging, helping children to recognise the value and dignity of every individual. Learning reflects a range of families, cultures, backgrounds and lived experiences, enabling children to develop empathy, challenge stereotypes and understand the importance of treating others with kindness and respect.

Lessons are delivered in a sensitive and age-appropriate manner that recognises the rich cultural and religious diversity of our school community. Staff foster respectful discussion and encourage children to consider different perspectives while reinforcing our shared values of respect, kindness and inclusion.

In accordance with the Equality Act 2010, no pupil will be excluded from learning on the basis of their protected characteristics. Through our curriculum, children develop an understanding of equality, fairness and mutual respect, preparing them to become thoughtful, responsible and compassionate members of society.

Through inclusive practice and adaptive teaching, every child is empowered to develop the confidence, knowledge and understanding needed to flourish as a valued member of our school community and beyond.

8. Safeguarding

Safeguarding is at the heart of everything we do at Southbury Primary School. We believe that children learn best when they feel safe, valued, respected and listened to. Personal, Social, Health and Economic Education plays a vital role in creating this culture by equipping children with the knowledge, skills and confidence to recognise risk, make informed choices and seek help when they need it.

Our PSHE curriculum is a key component of our whole-school safeguarding approach. Through carefully planned, age-appropriate learning, children develop an understanding of how to keep themselves physically, emotionally and socially safe, both in school and beyond. Learning is progressive and enables children to build the confidence to recognise unsafe situations, understand healthy and unhealthy behaviours, develop appropriate personal boundaries and know where and how to access support.

Children are encouraged to develop trusted relationships with adults in school and are taught that they should never keep worries or concerns that affect their safety a secret. Throughout the curriculum, children are regularly reminded of the trusted adults who are available to support them and the importance of speaking to someone if they feel worried, unsafe or unsure.

Teaching is delivered within a safe, respectful and supportive learning environment. Teachers establish clear ground rules that encourage respectful discussion while recognising that some topics may be sensitive or personal. Children are never expected to share personal experiences or answer questions that make them feel uncomfortable. Staff respond to questions honestly, sensitively and in an age-appropriate manner, recognising when it is appropriate to answer a question within the lesson and when further support or follow-up may be required.

Staff recognise that disclosures may arise during PSHE lessons or as a result of subsequent conversations. At Southbury Primary School, we recognise that effective safeguarding is built upon positive relationships. Every member of staff has a responsibility to create an environment where children feel safe, heard and respected, enabling them to develop the confidence to speak up when something does not feel right. Any safeguarding concerns or disclosures are managed in accordance with the school's Child Protection and Safeguarding Policy. Staff do not promise confidentiality and will always act in the best interests of the child, sharing concerns with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) where appropriate.

Online safety is embedded throughout the PSHE curriculum and wider curriculum. Children are taught how to develop safe and respectful online relationships, protect their personal information, recognise potential online risks and seek support if they encounter inappropriate or concerning content or behaviour.

By creating a culture of openness, trust and mutual respect, our PSHE curriculum empowers children to develop the knowledge, confidence and resilience needed to keep themselves safe and to contribute to a school community where everyone feels valued, respected and able to flourish.

9. Teaching Sensitive Content

At Southbury Primary School, we recognise that some aspects of Personal, Social, Health and Economic Education may involve sensitive discussions or raise questions that require careful and professional handling. We are committed to creating a learning environment in which children feel safe, respected and supported to engage with these topics in an age-appropriate and inclusive way.

Teachers establish clear expectations for respectful discussion, ensuring that all children feel able to contribute without fear of judgement. Ground rules are agreed and revisited regularly to promote kindness, active listening and respect for differing views and experiences. Children are encouraged to ask questions, express their thoughts and develop their understanding within a safe and supportive classroom environment.

Staff respond to children's questions honestly, factually and in an age-appropriate manner, using their professional judgement to determine whether a question is appropriate to answer within the whole-class setting. Where a question is not appropriate for the lesson or falls outside the planned curriculum, teachers may respond individually at a later time, encourage children to discuss the question with their parent or carer, or seek guidance from senior leaders or the PSHE Curriculum Lead where appropriate.

Teaching is always delivered in a balanced, objective and non-judgemental manner. Staff do not promote personal beliefs or opinions and ensure that learning reflects statutory guidance, evidence-informed practice and the values of respect, equality and inclusion that underpin our school ethos.

We recognise and value the rich cultural, religious and family backgrounds represented within our school community. Sensitive topics are taught with respect for this diversity while ensuring that all children receive their statutory entitlement to Personal, Social, Health and Economic Education and the relevant aspects of the National Curriculum for Science. Through open communication and strong partnerships with parents and carers, we aim to ensure that families feel informed, respected and supported throughout their child's PSHE education.

Where a pupil is identified as requiring additional support following a lesson or discussion, appropriate pastoral or safeguarding support will be provided in line with the school's established procedures.

By approaching sensitive topics with care, professionalism and compassion, we enable children to develop the confidence to ask questions, think critically, respect different perspectives and make informed decisions as they grow and develop.

10. Assessment

At Southbury Primary School, assessment in Personal, Social, Health and Economic Education is used to support children's learning and inform high-quality teaching. The purpose of assessment is not to measure personal beliefs, attitudes or values, but to identify children's understanding, recognise misconceptions and ensure that learning is appropriately sequenced and responsive to children's needs.

Assessment is an ongoing process that is embedded within everyday teaching. Teachers use a range of formative assessment strategies to monitor children's knowledge, understanding and application of learning throughout each unit. These may include:

- effective questioning;
- retrieval practice to revisit prior learning;
- discussion and pupil voice;
- observation of participation and engagement;
- reflection activities;
- self-assessment and peer discussion;
- end-of-unit reflections linked to key enquiry questions;
- responses to scenario-based learning and problem-solving activities.

Assessment information is used to celebrate progress, identify gaps in understanding and inform future planning. Teachers use this information to adapt subsequent learning, provide appropriate support or challenge and ensure that all children continue to make meaningful progress within the curriculum. At the end of each unit, children complete a reflective activity that revisits the key enquiry questions introduced at the start of the learning. This enables children to recognise how their knowledge and understanding have developed, consolidate key learning and reflect on the knowledge, skills and values they will carry forward.

As PSHE includes the development of personal and social understanding, teachers recognise that children may express different opinions, experiences and perspectives. Assessment focuses on children's knowledge, understanding and skills rather than judging or assessing personal beliefs or individual circumstances.

Where assessment identifies that a pupil may require additional support, teachers work collaboratively with pastoral staff, the SEND team, senior leaders or parents and carers, where appropriate, to ensure that children receive timely support.

Through thoughtful assessment, we ensure that every child is supported to develop the knowledge, skills and confidence needed to make informed choices, build positive relationships and flourish both within school and beyond.

11. Partnership with Parents and Carers

At Southbury Primary School, we believe that parents and carers are children's first educators. We value the important role families play in supporting children's personal development and are committed to working in partnership through open communication, mutual respect and shared responsibility. By working together, we can provide children with consistent messages and the confidence to make informed, healthy and responsible choices throughout their lives.

We recognise that Relationships, Sex and Health Education is most effective when learning at school is complemented by conversations at home. We therefore strive to build positive relationships with parents and carers, ensuring they feel informed, respected and supported throughout their child's PSHE education.

Parents and carers are provided with clear information about the school's PSHE curriculum through our website, where this policy and curriculum information shared is shared. Where appropriate, additional information will be provided in advance of the teaching of sensitive content to enable parents and carers to understand what will be taught and to continue discussions at home should they wish to do so.

We welcome opportunities to discuss the curriculum with parents and carers and encourage anyone with questions or concerns to speak with the class teacher or a member of the senior leadership team. We believe that open, honest and respectful dialogue strengthens the partnership between home and school and supports the best possible outcomes for children.

Our PSHE curriculum reflects the rich diversity of our school community and is delivered with sensitivity and respect for different cultural, religious and family backgrounds. At the same time, we are committed to ensuring that every child receives their full statutory entitlement to Relationships Education, Health Education and the relevant aspects of the National Curriculum for Science.

By working together in partnership, we aim to ensure that every child experiences a consistent, supportive and nurturing approach to their personal development, enabling them to grow into confident, respectful and responsible individuals who are ready to embrace the opportunities and challenges of the future.

12. Parents' Right to Request Withdrawal from Sex Education

At Southbury Primary School, we believe that parents and carers play a vital role in supporting their children's personal development and we are committed to working in partnership with families throughout the delivery of our PSHE curriculum.

Personal, Social, Health and Economic Education are statutory subjects and all children are entitled to receive this learning. In addition, children will receive the statutory content relating to human development and reproduction through the National Curriculum for Science. Parents and carers do not have the right to withdraw their child from these aspects of the curriculum.

Primary schools are permitted to teach additional Sex Education beyond the requirements of the National Curriculum for Science. Parents and carers have the right to request that their child be withdrawn from this additional, non-statutory Sex Education.

At the present time, Southbury Primary School does not teach additional non-statutory Sex Education beyond the statutory requirements for Personal, Social, Health and Economic Education and the National Curriculum for Science. Consequently, there are currently no planned lessons from which children may be withdrawn.

Should the school's curriculum change in the future to include additional non-statutory Sex Education, parents and carers would be informed in advance. Any requests for withdrawal would be considered in accordance with statutory guidance, following discussion with the Headteacher.

We recognise that questions or concerns may arise regarding PSHE and welcome the opportunity to discuss these with parents and carers. We believe that open communication and strong partnerships with families are essential in ensuring that every child receives the support they need to develop into confident, healthy and respectful young people.

13. Roles and Responsibilities

The successful delivery of Personal, Social, Health and Economic Education is a shared responsibility. At Southbury Primary School, all members of our school community play an important role in creating a safe, inclusive and nurturing environment in which children can flourish.

Governing Body

The Governing Body is responsible for ensuring that the statutory requirements relating to Relationships Education, Health Education and the National Curriculum are fulfilled. Governors monitor the effectiveness of this policy, ensure that appropriate resources are available and support leaders in maintaining a high-quality, ambitious PSHE curriculum that reflects the needs of the school community.

Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for ensuring that PSHE is delivered in accordance with statutory guidance and the school's values. The Headteacher promotes a culture in which children feel safe, valued and respected and ensures that staff receive appropriate training, guidance and support to deliver the curriculum confidently and effectively.

PSHE Subject Leader

The PSHE Subject Leader is responsible for leading and developing the curriculum across the school. This includes monitoring the quality of teaching and learning, supporting colleagues, reviewing curriculum content and resources, coordinating professional development and evaluating the impact of PSHE to ensure that it continues to meet the needs of all children.

The Subject Leader works closely with senior leaders to ensure that the curriculum remains ambitious, inclusive and responsive to the needs of the Southbury community.

Teachers and Support Staff

Teachers are responsible for planning and delivering high-quality PSHE lessons that are inclusive, engaging and responsive to the needs of their children. They create safe learning environments, establish positive relationships and use effective adaptive teaching strategies to ensure that every child can access and succeed within the curriculum.

Support staff make a valuable contribution to children's learning by working alongside teachers to reinforce key learning, provide appropriate support and promote independence. They contribute to creating positive learning experiences while maintaining high expectations for all children.

All staff are responsible for maintaining professional standards, responding appropriately to safeguarding concerns and modelling the respectful relationships, kindness and positive behaviours that underpin our school ethos.

Parents and Carers

Parents and carers are children's first educators and play a vital role in supporting their personal development. Southbury Primary School values the partnership between home and school and encourages open communication to ensure that children receive consistent messages that promote their wellbeing, safety and personal development.

Children

Children are encouraged to engage positively with their learning, contribute respectfully to discussions, listen to the views of others and demonstrate the values of kindness, respect and responsibility. Through active participation in PSHE, children develop the knowledge, skills and confidence to build positive relationships, keep themselves safe and make informed choices throughout their lives.

14. Monitoring, Evaluation and Review

At Southbury Primary School, we are committed to continually developing and strengthening our PSHE curriculum to ensure that it remains ambitious, inclusive and responsive to the needs of our children and school community. Monitoring and evaluation are viewed as opportunities to celebrate effective practice, identify areas for development and ensure that every child experiences the highest quality PSHE education.

The effectiveness of the curriculum is monitored throughout the academic year by the PSHE Subject Leader and senior leaders through a range of quality assurance activities, including:

- lesson visits and learning walks;
- pupil voice;
- work scrutiny;
- planning reviews;
- discussions with staff;
- monitoring of assessment information;
- review of curriculum resources;
- feedback from parents and carers, where appropriate.

Monitoring focuses not only on curriculum coverage, but on the quality of children's experiences, the impact of teaching on their learning and personal development, and the extent to which the curriculum enables every child to develop the knowledge, skills and confidence needed to flourish both within school and beyond.

The findings from monitoring activities are used to inform curriculum development, professional learning and future school improvement priorities, ensuring that our PSHE curriculum continues to reflect statutory guidance, educational research and the evolving needs of our school community.

This policy will be reviewed annually by the PSHE Subject Leader and Senior Leadership Team, and approved by the Governing Body. It will also be reviewed in response to changes in statutory guidance or significant developments within the school.

15. Linked Policies

This policy should be read alongside the following school policies and documents:

Policy / Document

Child Protection and Safeguarding Policy

Behaviour Policy

Equality Information and Objectives

SEND Policy

Online Safety Policy

Attendance Policy

Anti-Bullying Policy

Complaints Policy

Staff Code of Conduct

National Curriculum

Keeping Children Safe in Education (KCSIE)

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

At Southbury Primary School, we believe that every child deserves the opportunity to dream big, fly high and flourish. Through our PSHE curriculum, we strive to ensure that every child leaves our school feeling safe, valued, respected and equipped with the knowledge, skills and confidence to embrace the opportunities and challenges that lie ahead.

16. Appendices

The following appendices provide additional information to support the implementation of this policy:

- Appendix A – Curriculum Progression Map
- Appendix B – Parent Information and FAQs
- Appendix C – Parent Request for Withdrawal Form (*only if ever needed*)
- Appendix D – Vocabulary Progression

Welcome

At Southbury Primary School, we believe that Personal, Social, Health and Economic (PSHE) education plays an important role in helping children grow into confident, respectful and responsible young people.

Our PSHE curriculum supports children to understand themselves, build positive relationships, keep themselves safe and make informed choices as they grow. It is carefully planned to reflect the needs of our pupils, our school values and the statutory guidance for primary schools.

We recognise that parents and carers are children's first educators and that the most effective learning takes place when home and school work together. This guide has been created to explain what we teach, why we teach it and how we work in partnership with families to support every child's personal development.

If you have any questions about our PSHE curriculum, we encourage you to speak to your child's class teacher or a member of the leadership team. We value open communication and look forward to working together to support every child throughout their journey at Southbury.

Frequently Asked Questions:

1. What is PSHE?

PSHE stands for Personal, Social, Health and Economic education. It helps children develop the knowledge, skills and understanding they need to stay healthy, build positive relationships, understand themselves and make safe, informed decisions throughout their lives.

2. Why do children learn PSHE?

PSHE prepares children for life both in and beyond school. It supports their emotional wellbeing, personal development, relationships, physical health and understanding of the wider world. It also helps children develop important qualities such as kindness, resilience, respect and responsibility.

3. What topics will my child learn?

Children learn about:

- friendships and relationships;
- physical and emotional health;
- keeping safe, including online safety;
- respecting themselves and others;
- belonging and diversity;
- growing and changing;
- money and the wider world.

All learning is carefully planned to be age-appropriate and builds progressively throughout primary school.

4. Will I know what my child is learning?

Yes. Information about our PSHE curriculum is available through our school website and curriculum information shared with parents. Where appropriate, additional information will be provided before sensitive content is taught.

5. Can I withdraw my child from PSHE lessons?

Relationships Education, Health Education and the relevant aspects of the National Curriculum for Science are statutory and all children are expected to participate.

At present, Southbury Primary School does not teach any additional non-statutory Sex Education beyond the National Curriculum for Science. Therefore, there are currently no planned lessons from which children may be withdrawn.

6. Will my family's beliefs and values be respected?

Yes. Southbury Primary School values and celebrates the diversity of our school community. PSHE is taught with sensitivity and respect for different faiths, cultures and family backgrounds, while ensuring that all children receive their statutory entitlement.

7. What if my child asks a question during a lesson?

We encourage children to ask thoughtful questions. Teachers answer questions honestly, sensitively and in an age-appropriate way. If a question is not appropriate for the whole class or is beyond the planned learning, the teacher may speak to the child individually or encourage them to discuss it with a trusted adult at home.

8. How do you create a safe environment for discussion?

At the start of each unit, classes agree age-appropriate discussion expectations that encourage respectful listening, kindness and confidentiality where appropriate. Children are reminded that everyone has the right to feel safe, valued and respected.

9. How can I support my child at home?

Talking regularly with your child about friendships, feelings, wellbeing and everyday experiences is one of the most valuable ways you can support their personal development. We encourage parents and carers to continue conversations at home and to contact school if they would like any further information.

10. Who should I contact if I have a question?

If you have any questions about our PSHE curriculum, please speak to your child's class teacher in the first instance. Alternatively, you may contact our PSHE Subject Leader or a member of the Senior Leadership Team, who will be happy to discuss the curriculum with you.

Every child deserves to dream big, grow together and fly high. By working in partnership with parents and carers, we can help every child develop the confidence, knowledge and values they need to flourish both within school and beyond.

Parent Request for Withdrawal from Non-Statutory Sex Education

Information for Parents and Carers

Relationships Education, Health Education and the relevant aspects of the National Curriculum for Science are statutory and all children are expected to participate in these lessons.

At the time of publication, Southbury Primary School does not teach any additional non-statutory Sex Education beyond the statutory curriculum. Therefore, there are currently no planned lessons from which pupils may be withdrawn.

This form has been included to ensure the school is prepared should the curriculum change in the future to include additional non-statutory Sex Education. In such circumstances, parents and carers would be informed in advance and this form could be used to request withdrawal from those specific lessons.

Parent Request for Withdrawal from Non-Statutory Sex Education

Child's Name: _____

Class: _____

Parent/Carer Name: _____

Relationship to Child: _____

Reason for Request (optional)

I wish to request that my child is withdrawn from any future non-statutory Sex Education lessons delivered by Southbury Primary School, should these be introduced.

☐ Yes

Parent/Carer Signature: _____

Date: _____

School Use Only

Date Request Received: _____

Meeting Held with Parent/Carer: ☐ Yes ☐ No

Date of Meeting: _____

Outcome:

☐ Request agreed

☐ Further discussion required

☐ Other (please specify)

Headteacher Signature: _____

Date: _____