The Academy at St James
Aspire, Achieve, Believe

Personal, Social and Health Education

Section 1:

Introduction to the Policy Purpose

The purpose of this policy is to describe our practice in PSHE and RSE and the principles upon which this is based.

This policy has been developed with reference to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026).

Aims

This policy sets out to ensure consistency in the teaching and learning within Personal, Social, Health Education (PSHE) across the school. This is to ensure that pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children to reflect on, clarify their own values and attitudes, and explore the complex and sometimes-conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Our curriculum is designed to teach pupils about healthy relationships from a young age to give them a clear understanding of how to treat others and how they should expect to be treated themselves. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. This policy supports our school mission statement of: “To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences”.

Our **Personal, Social, Health and Economic (PSHE)** and **Relationships, Sex and Health Education (RSHE)** curriculum is designed to be fully inclusive, accessible, and welcoming for every child in our school. In strict accordance with the **Equality Act 2010**, our lessons are carefully tailored to be **age-appropriate and developmentally sensitive**, ensuring complex themes are broken down into simple, relatable concepts for primary-aged children. We intentionally differentiate and adapt our teaching to take full account of **Special Educational Needs and Disabilities (SEND)** so that all pupils can participate fully and feel supported. Our curriculum proudly **reflects the rich diversity of modern Britain**, teaching children to celebrate differences, respect others, and understand the value of family and community in all its forms.

Consultation

Suzanne Harrison reviewed the policy together in consultation with teaching staff, pupils, parents/carers and school governors. September 2026

Section 2: Procedures and Practice Roles and Responsibilities

The PSHE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHE leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary. The PSHE leader and safeguarding team are responsible for the planning and implementation of any subject specific events which are run in the school. As a school we use the PSHE association to build our overview for the year and use a range of recommended resources to complement this.

Individual teachers and HLTAs are responsible for the day-to-day planning, delivery and assessment of the PSHE curriculum. The governor for PSHE is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Any safeguarding concerns or disclosures arising during PSHE or RSE lessons will be managed in line with the school's Child Protection and Safeguarding Policy and reported to the Designated Safeguarding Lead.

Section 3: Aspects Planning

Class teachers and HLTASs are responsible for ensuring PSHE is planned on both the mid-term and using weekly flips. Weekly flips will show which learning objective(s) are to be covered within a weekly session. PSHE should be taught on a weekly basis, with at least one-hour discrete teaching time.

Early Years Foundation Stage

In the Early Years Foundation Stage, adults will follow the requirements of the EYFS Framework and outcomes. Personal, Social and Emotional development is one of the three Prime areas, which underpin the areas of learning.

- *Self-Regulation-* Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will work towards simple goals; being able to wait for what they want and control their immediate impulses when appropriate. Children can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- *Building relationships* - Children can work and play cooperatively and take turns with others. They can form positive attachments to adults and friendships with peers. They can show sensitivity to their own and to others' needs.

- *Managing self* - Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They can understand and explain the reasons for rules, know right

from wrong and try to behave accordingly. Children can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Key Stages One and Two

The curriculum for Key Stage One and Two is outlined using the PSHE Association. Each year group will be given the key objectives to follow for each theme. These should be covered over the half term to ensure continuity and progression across year groups.

Our curriculum is divided into three main categories; Relationships Education, Health and Wellbeing and Economic Wellbeing.

Within these categories the following topics are explored:

- Families
- Friendships
- Respecting ourselves and others
- Safe relationships; consent, boundaries and trust
- Mental health and wellbeing
- Keeping healthy and well
- Changing and growing up
- Personal safety and first aid, including;
    - Consent (age appropriate)
    - Travel safety
    - Water safety
    - Fire safety
    - Online harms
    - Risk recognition and management

- Online safety
    - Privacy
    - Personal data
    - Scams and fraud
    - Gaming and monetisation
    - Social media
    - AI-generated content and digital literacy
    - Deepfakes and misleading online content (age appropriate)

- Drug education
- Careers, aspirations, learning and work

Our current long term plan for PSHE coverage is as follows:

The Academy at St James PSHE LTP 2026/27

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year1	Making friend: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental Health and Wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental Health and Wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental Health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental Health and Wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and manging influences	Developing our AI literacy	Looking to the future

Each of these topics is planned for and delivered in an age appropriate way using resources provided by the PSHE association and other approved sources.

Teaching

PSHE is taught in a safe learning environment with group agreements and distancing techniques so that pupils are not put 'on the spot' or expected to discuss their own personal issues. In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE leader for advice and support.

Well-Being Days are also planned into each half term, usually around the PSHE theme. The Well-Being Days give children the opportunity to take part in activities, which broaden their understanding of a particular area. We try to ensure that our Well-Being days coincide with national events such as Anti-Bullying week or E Safety day.

We believe that children should be able to ask their own questions within PSHE in order to make learning relevant. Although learning objectives are outlined within the programme of study, staff ensure that what they teach is challenging for all pupils and that children take responsibility for their own learning.

How are Fundamental British Values and SMSC development promoted through PSHE?

Through spiritual, moral, social and cultural (SMSC) development, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We work alongside the community scheme of One Britain, One Nation (OBON) to develop and deepen our community links and understanding.

Spiritual Development

In PSHE, we support spiritual development by promoting an ethos of fairness and compromise in the classroom, offering opportunities for pupils to reflect on their own views and beliefs and through our Academy St James ethos and values. We give our learners the opportunity to understand feelings and emotions, the impact these can have on others and the importance of understanding feelings. Through all aspects of PSHE, we encourage the children to share their own views and opinions and understand how we can be respectful to others with different views.

Moral Development

Lively discussion and debate is encouraged in all PSHE lessons enabling our learners to express their own values and to show respect for those with others. We have a clear moral code as a basis for good behaviour, respect of others, which is promoted throughout the school and is embedded within the Academy St James ethos and values. Through all aspects of our curriculum, we encourage our learners to take pride in themselves and their work. We also encourage our learners to abide by 'fair play', being good winners and losers, in games, rules and life. Through all aspects of PSHE, we encourage the children to be taking part in discussions and playing an active role in decision-making.

Social Development

Social development is encouraged through an understanding of what makes a good citizen and how our learners play their part in the school community and wider society. We develop an understanding of respect for others opinions, beliefs, values and customs by encouraging children to relate positively to others. Through teamwork activities we teach our children the importance of cooperation and sharing, encouraging them to demonstrate good manners at all times. We aim to provide children with opportunities to develop their self-confidence though a range of activities, encouraging them to be positive and resilient in what they do. Through our Positive Relationships aspect of PSHE we focus on the importance of working together, understanding what makes a good friend and how we can understand and manage our feelings and emotions.

Cultural Development

At Academy St James, we provide pupils with opportunities to understand and appreciate their own and other cultures. Our learners are encouraged to explore similarities and differences between themselves and their peers. Through PSHE, the children learn about their school community and wider community. We aim to develop an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world. Through the Citizenship aspect of PSHE, we encourage our learners to respect and embrace similarities and differences and showing an understanding of the term 'uniqueness.'

Organisation

Good quality PSHE requires sufficient time for planning, delivery and evaluation.

A timetabled PSHE programme, with clear learning outcomes ensures regular and repeated input that builds year on year. In addition to timetabled lessons, PSHE can be enriched by well-being days.

Parent Partnership

At Academy St James, we are committed to working with Parents and Carers. We will offer support by ensuring planning is made available through the school website and ensure half-termly newsletters are sent home in each year group to outline what is being taught during each topic. Also, the PSHE web page on our school website is regularly updated with key policies and any support materials that might be useful.

Assessment

Assessment in Primary PSHE education at The Academy at St James does not pass judgement on the character, values, or personal lifestyle of the pupil. Instead, it measures progression in knowledge gained, skills developed, and attributes applied.

Our primary PSHE curriculum is designed as a sequenced, spiral model spanning EYFS, Key Stage 1, and Key Stage 2. Themes (Relationships, Health and Wellbeing, and Living in the Wider World) are revisited annually with increasing depth and challenge.

- Knowledge Progression: Focuses on building clear, age-appropriate conceptual understanding, moving from immediate circles (family and classroom) in EYFS/KS1 to wider communities and digital safety in KS2.
- Skills Progression: Prioritises the development of critical life attributes, including risk management, empathy, emotion regulation, communication, and conflict resolution. Learning objectives and outcomes are mapped systematically across year groups to ensure pupils build sequentially on prior learning, preventing repetition whilst introducing new, age-appropriate complexities.

Assessment is an ongoing, formative process integrated into daily classroom practice. Teachers use their professional judgement to adapt teaching to pupil needs by:

- Using memory retrieval, high-quality questioning and targeted exit- questions
- Observing peer discussions, role-plays, and collaborative group tasks.
- Facilitating regular opportunities for self-reflection and peer-feedback.
- Establishing clear ground rules so that formative assessment remains safe and objective.

Monitoring

The subject leader regularly evaluates PSHE. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The PSHE leader and teachers will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school. Any changes or updates to the PSHE curriculum will be discussed with staff during curriculum meetings.

RSE

Within our PSHE curriculum we take time to focus on Relationships Education (RSE), providing children with knowledge and understanding of positive relationships, with a particular focus on friendships, family relationships and relationships with other children and adults. Through this teaching we enable our children to build healthy and respectful relationships, with a clear understanding of appropriate boundaries.

At the Academy at St James RSE is taught through our PSHE curriculum with some aspects covered in other areas of the curriculum including:

- Science
- Computing
- Circle times
- Whole school and class worships

For more information please see the separate RSE Policy.

Section 4: Conclusion Monitoring and Review

The governor with responsibility for PSHE is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Other Documents and Appendices

The PSHE policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, Child Protection and Safeguarding, Science, Relationships Education, Anti-Bullying.

- National Curriculum Objectives
- Long Term Plans
- Year group Objectives