

PSHE Policy

*“It is vital that when educating our children’s brains, we do not neglect to educate their hearts.”
-Dalai Lama*

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

This policy outlines our school's approach to the teaching of PSHE and was produced in consultation with pupils, staff, governors and parents. Our PSHE curriculum covers the statutory guidance 2025 for Relationships and Health Education and recommended content for Sex Education, as well as essential learning on Economic Wellbeing and Careers Education.

In planning our curriculum, we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

More Able Learners in PSHE

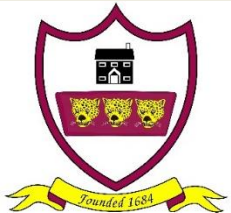
HOW LEARNERS ARE CHALLENGED

- All children are challenged through quality first teaching within every lesson.
- They are encouraged to contribute to class discussions and show respect for the views and opinions of others.
- Through the spiral curriculum, children will revisit key ideas and continue to extend and challenge their understanding
- Children will be encouraged to ‘aim high’ and be the best they can be.
- Children will be exposed to a wide range of resources and will be challenged through high level questioning and vocabulary.



Y3/4 PGL – March 2026

Aims of the PSHE Curriculum



Y5/6 perform MacBeth at Duke’s Theatre Lancaster for the Shakespeare Schools Festival – March 2026



Y5/6 Residential June 2026

What we intend to do

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being. We intend to help them form and maintain worthwhile and positive relationships, based on respect for themselves and for others, at home, at school, at work and in the community. Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues. Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

They are encouraged to join either The School Council, The Tech Team or The Eco-Committee to help support the work of the school and the members of our local community. In order to thrive and develop into adults who contribute effectively to society, pupils at Brabin's also develop their personalities and behaviour through the specific focus on our core values that enable them to reflect, learn and behave with integrity when working independently or with others. Our six core values as chosen by the children are: Kindness, Tolerance, Courage, Perseverance, Honesty and Thankfulness. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

Non-Negotiables in PSHE

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Don't put anyone on the spot or ask personal questions
- We have the right to pass.
- Don't judge or make assumptions about anyone.

All children will have access to...

- A broad and balanced curriculum
- A calm, caring and supportive learning environment where pupils feel safe to contribute
- Opportunities to share their thoughts and opinions and listen to the views of others
- A range of activities that will challenge and motivate them including residential trips
- A range of visitors and visits that will help support the PSHE Curriculum
- A committee where they can be actively involved in supporting and developing the school

Reception / Pre-School
Terrific Teeth afternoon



Parliament Week 2024-
Sharing Assembly



Whole School Number Day – Feb 2026
School Council led events to
raise money for NSPCC.

Being Safe Around Dogs - Visit
February 2025



Y2 and Y6 Fire Safety Visit – October 2025

PARENTAL INVOLVEMENT

Parents are invited to join in with events in and out of school, including special assemblies and family projects on relevant themes. Parents are regularly informed of events and developments via fortnightly newsletters. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement. Our school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children. Parents have the right to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.

Tech Team led assembly for
Safer Internet Day - Feb 2026.



Supporting Learners
in PSHE

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. A number of interventions are also deployed to address individual needs. These may be delivered by the class teacher or a teaching assistant within or outside the PSHE lesson. Where needed, children may have an Individual Support Plan or Behaviour plan to target specific areas.

If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.



Whole School
First Aid
Training by
Panda
Paramedic
June 2026



Maya Ellis
local MP
visit
Feb 2025

“Effective PSHE education should equip children and young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives.”
Sir Alastair MacDonald

Implementation

What PSHE will look like

At Brabin's we believe that PSHE education should address both pupils' current experiences and prepare them for their future. We feel that Relationships Education and Health Education, although vitality important, don't cover all aspects of PSHE education. Therefore our content is carefully planned to cover the PSHE Association's Programmes of Study so that we can be confident we are providing a comprehensive and effective PSHE Education curriculum to meet the needs of our pupils. This Programme of Study covers the statutory guidance for RHE and Economic Wellbeing and Careers.

PSHE is delivered through a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended through the different Key Stages. Because we are a mixed-age school after Reception, the scheme of work is planned in two cycles. We utilise resources from the PSHE Association and those they have quality assured. We also feel it is important that the children hear the same messages from visitors into school and on visits out of school, such as Safety Town, the Fire-Brigade, and the NSPCC .

PSHE Scheme of Work

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 / 2	Cycle A	Y1 Making friends: playing and learning together Pupils learn about friendships, including falling out and how to recognise bullying.	Y2 Me, my body and staying safe Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	Y2 Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	Y1 Celebrating me, you and our families Pupils look at different families, and how family members can show care and love for each other.	Y1 Being Healthy Pupils learn about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	Y1 Safety at home Pupils look at hazards and risk in the context of the home. They explore strategies for staying safe, including in relation to household products and medicines.
	Cycle B	Y1 Mental health and well being Pupils notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	Y2 Keeping safe outside the home Pupils learn what an ‘emergency’ is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	Y2 Keeping safe online Pupils explore how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	Y2 Money and Work Pupils explore people’s different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Y1 Showing kindness to ourselves and others Pupils revisit learning about feelings, and explores the importance of kindness.	Y2 Looking back and moving on Pupils celebrate their achievements and prepare them for the transition to the next year.
Year 3 / 4	Cycle A	Y3 Me, my friends and belonging Pupils learn about healthy friendships and ways to make others feel included.	Y4 Mental health and wellbeing This unit extends pupils’ understanding of self-regulation strategies and explores factors that can support wellbeing.	Y3 Building healthy habits Pupils develop their understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Y4 Exploring ways to manage risks Pupils explore assessing and managing risk in different contexts, and the role that peer influence can play in personal safety	Y3 Looking out for each other Pupils explore the basics of first aid, and revisit how to make an efficient call to the emergency services.	Y4 Families and growing together (Y4 only puberty) This unit supports pupils’ understanding of diverse family structures, and how families can change. (Y4 children explore changes during puberty .)
	Cycle B	Y3 Mental health and wellbeing This unit develops pupils’ bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Y4 Forming respectful relationships Pupils learn to respond appropriately to conflicts and bullying, and to understand the importance of respect.	Y4 Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Y3 Making choices online Pupils explore how to protect information online and make choices about online content, including understanding age ratings.	Y3 Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	*Y4 Me, my body and growing up (Y4 only puberty) Pupils learn about the NSPCC Talk PANTS rule to keep safe. (Y4 children explore physical and emotional changes experienced during puberty.)
Year 5 / 6	Cycle A	Y6 Mental health and wellbeing Pupils explore strategies that support wellbeing – including in the context of the transition to Y6/secondary school.	Y6 Managing money and online spending Pupils explore economic wellbeing and online financial harms including targeted advertising and other influences on online spending.	Y5 Positively engaging with our world The unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Y6 Changes in puberty (and sex education) This unit builds pupils’ understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	Y5 Safe connections Pupils learn about how to stay safe and manage risks if socialising online. It also touches on cybercrime.	Y5 Embedding healthy habits and learning first aid Pupils learn about how to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
	Cycle B	Y5 Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	Y5 Friendships, stereotypes and bullying Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Y5 Respecting boundaries Pupils learn about personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Y6 Drug education: assessing risk and managing influences Pupils learn about legal and illegal drugs, and the risks and effects of legal and illegal drug use.	Y6 Developing our understanding of AI Pupils are introduced to different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Y6 Looking to the Future Pupils explore career related learning (including different career pathways) and supports them to prepare for the transition to Y6/secondary school

Subject Organisation and Implementation at Brabin’s

The school seeks to provide a safe, secure learning environment for PSHE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable to speak openly and honestly.

As well as the PSHE Scheme of Work, which is delivered through a weekly timetabled session, PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue or to meet the needs of the children in the class.

Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

PSHE is also taught through themed days and weeks such as Anti-bullying week, Safer Internet Day, Parliament Week etc.

Professional Development in PSHE

At Brabin's, we intend to keep the subject of PSHE relevant and up to date and reflective of pedagogical research. To do this, we invest in Continued Professional Development in PSHE for the subject lead and other staff when necessary. The school has membership to the PSHE Association and utilises these age appropriate and relevant materials. All teaching staff are able to access training when necessary to support them in delivering quality lessons.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN PSHE

	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
PSHE	-Explore beliefs and experience; respect faiths, feelings and values; -enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	-Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	-Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.	-Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

CULTURAL CAPITAL

PSHE enables our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

DEVELOPING BRITISH VALUES WITHIN THE PSHE CURRICULUM

We take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding.

We make considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Our strong rooted values-based understanding gives them an excellent platform for embracing difference.

WELLBEING AND MENTAL HEALTH

At Brabin’s, we recognise the importance of mental well-being as well as physical health.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

(DfE Guidance July 2020)

We aim to ensure, through our PSHE curriculum and school ethos, that the children realise that mental wellbeing is a normal part of daily life, in the same way as physical health. As a school we will develop in the children a varied vocabulary of words that they can use to talk about their own feelings and those of others.

PSHE IN THE EARLY YEARS

‘EYFS Statutory Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.’

DfE Development Matters – Non-statutory curriculum guidance for the early years foundation stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. It is split into the following 3 aspects.

- Self-Regulation
- Managing Self
- Building Relationships

By the end of Reception, children at the expected level of development will:

Self-Regulation

- Show an awareness of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Other areas relevant to PSHE are Communication and Language and Understanding the World where children are given the opportunity to talk about the lives of people around them and their roles in society. They can also express their ideas and feelings about their experiences.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. Teachers also use quality 1 Decision resources specially designed for Early Years.

ASSESSMENT

Our teachers assess the children's work in PSHE by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. The teachers also use resources from the PSHE Association and 1 Decision to set baseline and end of unit assessment tasks. This offers the children the opportunity to reflect on their own progress as well as enable teachers to make accurate judgements of their learning. Each teacher is responsible for completing assessment tasks and tracking documents which are given to the PSHE subject leader.

We report the achievements of the children to parents each year in the end of year report.

MONITORING

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. This will be carried out through:

- Monitoring of planning
 - Book Scrutiny
 - Talking to children
 - Data analysis
 - Lesson Observation

IMPACT

Pupils will leave Brabin’s Endowed Primary School confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today’s world.