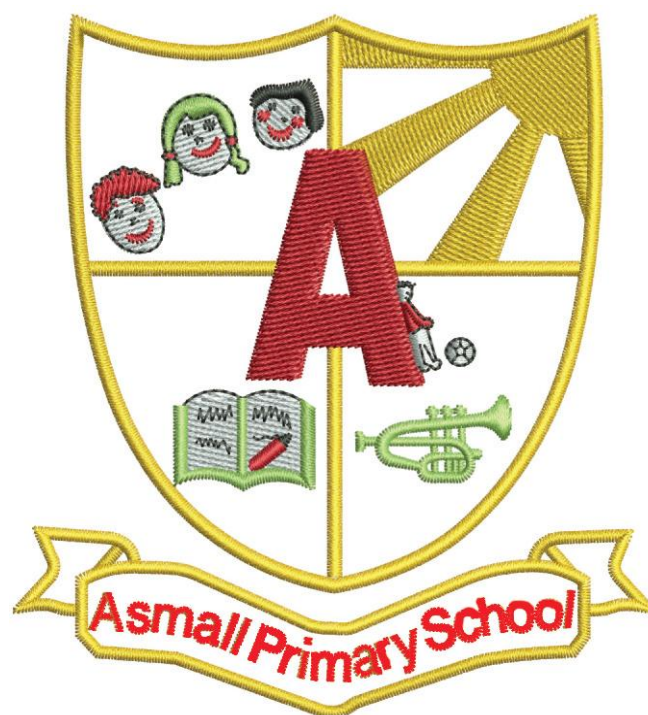


Asmall Primary School



PSHE POLICY
October 2025

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Statement of intent

We believe that a strong PSHE education is important to help our children develop into well-rounded members of society, who can make a positive contribution to their community.

We aim to ensure that all children:

- Develop confidence and responsibility and to make the most of their abilities
- Prepare to play an active role as citizens in Britain
- Develop a healthy, safer lifestyle
- Develop good relationships
- Understand and celebrate the differences between people

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2025' (KCSIE)

This policy operates in conjunction with the following school policies:

- SRE Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

3. Aims and structure of the PSHE curriculum

At Asmall, we have adopted the 1Decision PSHE curriculum. This is used throughout school as our basis for PSHE teaching and learning. It is a spiral curriculum with topics being revisited and extended throughout the primary years from Reception to Year 6.

In EYFS, PSHE is incorporated into the prime area of PSED. From Year 1, PSHE is timetabled weekly. The 1Decision scheme has an accompanying workbook and videos which teachers use as the basis for their teaching. Children are taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Their opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the children being taught, with consideration of:

- Child's ability.
- Child's age.
- Child's current knowledge on and readiness to learn about the topic being covered.
- Child's cultural backgrounds.
- Children with EAL.
- Children with SEND or other needs.

To aid PSHE tailoring, class teachers will use discussions and other activities to ascertain children's current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy. This is shared with families in advance.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by children. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help children feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage children to discuss the issues raised in the lesson with a member of staff if they wish to do so. Children will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

5. PSHE Curriculum



Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe • Cycle Safety • Peer Pressure • Water Safety • Keeping/Staying Safe Documentary	Keeping/Staying Healthy • Healthy Living • Smoking • Alcohol • Keeping/Staying Healthy Documentary	Growing and Changing • Relationships • Puberty • Conception • Growing and Changing Documentary	Being Responsible • Coming Home on Time • Looking Out for Others • Stealing • Being Responsible Documentary
Feelings and Emotions • Jealousy • Anger • Worry • Feelings and Emotions Documentary	Computer Safety • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary	The Working World • Chores at Home • Enterprise • In-App Purchases • The Working World Documentary	A World Without Judgement • Breaking Down Barriers • Inclusion and Acceptance • British Values • A World Without Judgement Documentary

6. Impact

By the time our children leave Asmall they will:

- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- have respect for themselves and others.
- have a positive self esteem
- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity as well as the different relationships there might be and identities (LGBTQ+)
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to develop positive, healthy relationship with their peers both now and in the future
- understand the physical aspects involved in RSE at an age appropriate level
- be ready for the key stage 3 PSHE curriculum

7. Assessment

The school will set the same high expectations of the quality of children's work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge children have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure children of differing abilities are suitably challenged. Teaching will be assessed to identify where children need extra support or intervention. Children's knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

8. Monitoring and review

This policy will be reviewed by the headteacher, who is the PSHE coordinator. Any changes to this policy will be communicated to all staff and other relevant parties.