WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations • Unlocking Potential • Inspiring a Generation

Personal, Social, Health & Economics (PSHE) Policy

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Approved by: Governing Body

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1. Intent in PSHE

The whole ethos of Woodmansey CE Primary School is to provide every child with a happy, caring, nurturing learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

Woodmansey CE Primary school believes that:

PSHE should support children in developing the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality teaching should help prepare the children for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development. It is our duty to support children in cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trust worthiness. We need to ensure that children understand when things are not right to prevent them from harm. (Relationships Education, Relationships and Sex Education and Health Education Statutory DfE Guidance July 2025)

Woodmansey CE Primary recognises the guiding principles for relationships and health education:

a. Engagement with pupils – a well sequenced curriculum informed by meaningful, relevant and engaging interaction with pupils.
b. Positivity – a focus on building positive attitudes and skills promoting healthy norms about relationships, health and mental health.
c. Careful sequencing – a curriculum which promotes the development of healthy behaviour and relationships from the foundation onwards.
d. Relevant and Responsive – a curriculum relevant to the age and stage of the children taking into account local issues in the community in which we live.
e. Skilled delivery – a curriculum delivered with confidence offering a safe and supportive environment enabling participative and interactive learning opportunities.
f. Whole school approach - a curriculum delivered as part of the whole school approach to wellbeing and positive, healthy relationships.

Health and wellbeing is a focus of the statutory guidance (July 2025) and the importance of enabling pupils to make good decisions about their own health and wellbeing, and understanding the links between good mental health and good physical health. We aim to support children to develop strategies for self-regulation, perseverance and determination, even in the face of set-backs. We ensure the children are aware of the importance good nutrition and sufficient sleep to promote positive emotional awareness.

2. Role of the Subject Leader

The subject leader is not expected to know "everything" about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

It is the responsibility of the whole staff team to implement this policy. The PSHE

coordinator will be responsible for providing and resourcing the scheme of work for the curriculum.

The coordinator will moderate the standards of children's work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject's foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The coordinator should advise the Head teacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

3. Role of the Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

4. Implementation- Entitlement, Curriculum Organisation and Planning

Statutory guidance states, that by the end of primary school, the children should understand the following concepts:

Families and people who care for me
Curriculum content:

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference

- Changing Me
- Relationships

Caring friendships

Curriculum content:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference
- Changing Me
- Relationships

Respectful, kind relationships

Curriculum content:

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.

- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference
- Changing Me
- Relationships

Online safety and awareness

Curriculum content:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there Is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

All aspects are covered in the themes:

- Celebrating Difference
- Changing Me
- Relationships

Being safe

Curriculum content:

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

All aspects are covered in the themes:

- Celebrating Difference
- Changing Me
- Relationships

General Wellbeing

Curriculum Content:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about

their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

All aspects are covered in the themes:
- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Changing Me
- Relationships

<u>Wellbeing Online</u>

Curriculum content:
- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

All aspects are covered in the themes:
- Being Me in My World
- Celebrating Difference
- Healthy Me
- Relationships

Physical Health and Fitness

Pupils should know

- The characteristics and mental and physical benefits of an active Lifestyle.
- The importance of building regular physical exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

All aspects are covered in the themes:

- Healthy Me

Healthy Eating

Pupils should know

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

All aspects are covered in the themes:

- Healthy Me

Drugs, Alcohol, Tobacco and Vaping.

Pupils should know

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

All aspects are covered in the themes:

- Healthy Me

Health Protection and Prevention

Pupils should know

- How to recognise early signs of physical illness, such as weight loss, unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens before bedtime. The impact of poor sleep on weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene including brushing teeth twice a day with fluoride toothpaste, cleaning between the teeth and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.

All aspects are covered in the themes:

- Healthy Me

Personal Safety

Curriculum Content:

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

All aspects are covered in the themes:

- Healthy Me

Basic First Aid

Curriculum Content:

- How to make a clear and efficient call to emergency services if necessary. Including the importance of reporting incidents instead of filming them.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

All aspects are covered in the themes:

- Healthy Me

Developing Bodies

Curriculum Content:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

All aspects are covered in the themes:

- Changing Me

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials including statutory Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025).

The core themes are as follows:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year from the Foundation Year to Year 6.

Puzzle	Term	Statutory Coverage	Key Content
Being Me in My World	Autumn 1	Relationships Education, Health Education	Rights and responsibilities, help-seeking, trusted adults, boundaries, conflict resolution, citizenship, the UNCRC
Celebrating Difference	Autumn 2	Relationships Education	Family diversity (including same sex parents), bullying prevention, protected characteristics, inclusion, challenging stereotypes.
Dreams and Goals	Spring 1	Health Education	Self-esteem, resilience, mental wellbeing, healthy lifestyle choices, financial literacy, online safety, water safety.
Healthy Me	Spring 2	Health Education Physical Health	Substance awareness (smoking, vaping, alcohol), safety education (road, rail, water, fire), first aid, mental health.

Relationships	Summer 1	Relationships Education	Families, friendships, personal boundaries, online relationships, recognising unhealthy relationships, support networks.
Changing Me	Summer 2	Health Education and Sex Education	Life cycles, body parts, puberty, menstruation, body image, conception and birth.

The Jigsaw Programme is aligned to the PSHE Association guidance on creating a safe classroom for effective teaching.

The guidance recommends developing a safe classroom requires:

- Agree ground rules: To be most effective, negotiate them together to create a shared sense of ownership, whilst ensuring safe discussion principles are covered.
- Use distancing strategies: Distancing strategies such as using case studies, stories, scenarios and characters help pupils explore an issue objectively without it being about them and their own behaviour.
- Consider vulnerabilities: Teach with the assumption that at least one pupil in the room is personally affected by the topic.
- Handle questions safely: Encourage questions from pupils, including anonymously, so they don't leave the lesson with uncertainty. When responding to questions; value the question, be conscious of the message you give through your body language and expression, give a factually correct, age-appropriate answer if you can, or buy time to respond/consult colleagues if unsure of how to answer.
- Signpost support:
- Ensure inclusivity: Lessons should be relevant, accessible, and inclusive for all. They should reflect the backgrounds, circumstances and lived experiences of all young people, through safely distanced activities. Language, images and examples used should reflect the diversity of society, promote inclusion and where appropriate, challenge stereotypes.

The guidance advises these principles for teaching effective PSHE education:

- Take a positive approach: Lessons should balance teaching about negative, risk-based messages with more positive aspects of health and relationships.
- Balance knowledge, skills and attributes: Lessons should develop knowledge and understanding, but pupils also need opportunities to develop or rehearse essential skills (e.g. risk assessment, managing influence) and attributes (e.g. confidence, self-worth), through engaging participatory activities, to help them manage situations in real-life settings.
- Start from where the pupils are: Assumptions about what pupils already know, believe, and can do, in relation to PSHE topics, cannot be made based on age or year group.

- Provide accurate unbiased information: The purpose of PSHE education is to support pupils to make safe, healthy, informed, autonomous decisions about their lives. It is therefore essential that information shared with pupils is well-evidenced, up-to-date, balanced, and factually accurate.
- Make learning accessible to all: It is essential that all pupils receive PSHE education and are able to access learning that helps them to keep themselves healthy and safe.
- Do not set out to shock, shame or scare: Fear or shock-based approaches, such as sharing 'worst case scenarios' or gory images, and approaches that induce guilt or shame, do not promote behaviour change and can have serious detrimental effects, including re-traumatising
- Do not inspire, glamorise or instruct in harmful behaviours: Resources and teaching approaches must also be reviewed to ensure they do not unwittingly give pupils details about how to carry out, or mask, unhealthy behaviours such as self-harm.
- Assess learning and progress:
- Give time for personal reflection: Provide pupils with an opportunity towards the end of the lesson to individually reflect on how they might apply what has been learnt to their own lives.
- Handle myths with care: Evidence suggests that when myths are presented as factual statements (e.g. in a true/ false quiz) over time, pupils struggle to remember which statements are myths. Myth-busting activities should therefore be handled with care or avoided, so that inaccurate information is not reinforced.

'Effective teaching' and 'safe classroom' interactive posters

5. Monitoring the Impact (Assessment, Reporting and Recording)

FLiC (Framing Learning in Classrooms) is used to record and track pupils' attainment and progress against the curriculum objectives. Teachers update FLiC at appropriate points using practical evidence and their professional judgement. This information helps to identify next steps, inform future teaching and monitor the progress of individual pupils and groups over time.

Coordinators conduct their own Learning Walks and analyse the impact of teaching and learning in PSHE by conducting deep dives, which include sampling the pupil voice.

Coordinators also produce a Self-Evaluation analysis for governors through the Annual Standards Report and Standards Evening.

6. PSHE in EYFS

In the EYFS the PSED element of the curriculum is one of the three prime areas linked to good level of development.

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.

- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

7. Relationship with the rest of the curriculum and Cross Curricular Opportunities

The PSHE Curriculum is closely linked to the PE and Science curriculum when focusing on the Healthy Me jigsaw piece, and also the curriculum which is considered during the Health week in the Autumn term.

Links with the computing curriculum are also clear when considering internet safety within the celebrating difference and healthy me jigsaw pieces.

8. Promoting Equality and Inclusion

PSHE has relevance for all pupils regardless of age, gender, ethnicity or ability. The school's PSHE programme will be subject to the guidance and recommendations set out in the appropriate county and school policy documents.

9. SEND

All pupils will take part in the PSHE programme subject to differentiation according to their individual needs and in accordance with the school's SEN Policy.
Children with SEND may be more vulnerable to harmful behaviour, bullying and exploitation therefore it is essential they receive an education adapted to a manner in which they will understand and be able to be safe.

10. Talented Pupils

All pupils will take part in the PSHE programme subject to differentiation according to their individual needs and in accordance with the school's Gifted and Talented Policy.

11. Resources

Teacher accessing the following website through their individual login details:
https://www.pshe-association.org.uk/
https://www.jigsawpshe.com/login/
'Effective teaching' and 'safe classroom' interactive posters

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory Guidance for Governing Bodies, Proprietors, Head teachers, Principles, Senior Leadership teams and teachers . July 2025

12. Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

PSHE is a subject supported by many outside agencies who offer their services to support specialist advice. These include:

- The school nurse supporting children with discussions about puberty in upper key stage 2.
- NHS agencies supporting the younger children with health related topics such as healthy lifestyles, teeth, hand washing and mini-medic training.
- MHST team deliver workshops for children in KS2 and also parents.