

Policy Name: Personal, Social, Health and Economics Education (PSHE) Policy

(Junior School)

Policy Number: 7.1b

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Table of Contents

Table of contents ……1
1. Introduction & Scope.....2
2. Whole School Values 2
3. Creating a safe and supportive environment ……3
4. Equality and diversity……3
5. Aims and objectives.....4
6. Intended outcomes ……4
7. Key principles and teaching methodology ……5
8. Responsibility for teaching PSHE ……6
9. How we assess learning and progress ……6
10. Online Safety and Awareness……7
11. Wellbeing Online……7
12. How parents and carers are involved ……8
13. Guest speakers ……8
14. Monitoring and Evaluation of PSHE……9
15. . Legal framework ……9
16. Links to other school policies ……9
17. Document Review ……10
18. Document Change History……10
Appendix 1: Curriculum Coverage - PSHE/RHE Overview ……12

1. Introduction & Scope

1.1 This policy covers the Junior School's approach to Personal, Social, Health and Economics Education (referred to as PSHE throughout this policy) which promotes the Spiritual, Moral, Social, Emotional and Cultural (SMSEC) development of our children.

1.2 It was written using the Senior School's PSHE Policy (Policy Number 7.1) as a reference and guide, and then amended and changed to reflect the Junior School's aims, objectives, intended outcomes and provision.

1.3 It was produced by the Junior School Assistant Head Pastoral/PSHE/Relationships and Health Education Subject Leader in consultation with the Junior School Head and with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the children's spiritual, moral, social and cultural needs are met. This policy also covers the Early Years Foundation Stage.

1.4 Parents and carers will be able to access this policy on My School Portal (MSP), the main school website or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.5 The School's PSHE provision is intrinsically linked with our Relationships and Sex and Health Education (RHE) provision. Together they cover the DfE's statutory requirements for teaching the revised Primary Relationships Education, Relationships and Sex Education and Health Education (July 2025) which became compulsory from September 2026.

2. Whole school values

2.1 This policy has been informed by the Quaker Testimonies and our School's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are **S**implicity; **T**ruth and Integrity; **E**quality and Community; **P**eace; and **S**ustainability (**STEPS**). These values will be actively embraced and promoted through our PSHE programme.

2.3 The PSHE programme also promotes and explicitly teaches the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.4 The Centre for Peace and Global Studies informs the curriculum and the way of life within the School. It is integral to bringing the Quaker Values to life and ensuring they are relevant to the lives of our children both now and in their future lives.

3. Creating a safe and supportive environment

3.1 In order to deliver a PSHE programme which works within children's real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. We aim to ensure that children know their opinions and questions are valued and respected. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using 'Wonder boxes' to allow children to raise issues anonymously.

3.2 Where we believe that children may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's Safeguarding Policy and procedures which are contained in Policy 2.1. Vulnerable children are closely monitored, and are risk assessed in accordance with the vulnerable children's register and Risk Assessment Policy (Policy 8.8).

4. Equality and diversity

4.1 The School is committed to safeguarding and promoting the welfare of children, welcoming children from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

4.2 Whilst the School welcomes children from all faiths or none, the School expects all its children to attend Meeting for Worship and School assemblies which are fundamental to its ethos; although parents have the right to withdraw their child from this should they so wish.

4.3 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11) in place.

4.4 We promote the needs and interests of all students, irrespective of their sex, sex reassignment, race (including colour, nationality, and ethnic or national origin), religion or belief, sexual orientation, pregnancy or maternity, or disability, as well as their social background and any special educational needs, by actively exploring and celebrating people's differences, and ensuring the PSHE programme is in line with the School's equality and diversity policy. The delivery of PSHE will take into account the ability, age, readiness, and cultural background of our children and those with English as a second language to ensure that all can fully access the PSHE programme and is therefore central to reducing the risk of bullying. We promote social learning and expect our children to show a high regard for others. We use our PSHE education as a vehicle to address diversity issues and to ensure equality for all.

4.5 We seek to raise children's awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum which promotes the respect of the rights and views of others.

5. Aims and objectives

5.1 PSHE education is a school subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for children, particularly the most vulnerable and disadvantaged.

5.2 Our PSHE provision is a values driven programme, which aims to provide children with the knowledge, values and skills they need for Spiritual, Moral, Social, Emotional and Cultural development. This links to our wider curriculum (Sidcot Learning Wheel) and our whole school Quaker Values (**STEPS**).

6. Intended outcomes

The learning outcomes of our programme will be that the children will:

- Explore, embrace and take ownership of the School's values (Quaker values of: Simplicity, Truth, Equality, Peace and Sustainability);
- Develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities young people will face as they grow up and in adulthood;
- Develop children's awareness of staying safe and healthy, both in real life and online, empowering them to make informed and responsible choices;
- Build self-esteem, resilience and empathy;
- Build upon prior skills and knowledge;
- Develop the confidence to ask questions, challenge information and express their views and opinions;
- Be able to form respectful relationships, communicate and work with others;
- Understand they have a right to feel valued and respected;
- Respect others by actively exploring and celebrating differences;
- Be provided with the opportunity to make decisions and understand they should take responsibility for their decisions and actions and contribute to the lives of others;
- Have the skills to develop as an independent and emotionally resilient individual;
- Be able to identify reasons for making responsible choices about money; understand the benefits of saving money;
- Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Have an understanding of local, national and international political issues and views;
- Have a strong moral sense of what is right and wrong (and consequently what is contrary to the law of England);
- Acquire a broad general knowledge of, and respect for, public institutions and services in England; and
- Have access to information about events in Britain and the Wider World.

7. Key principles and teaching methodology

7.1 The School's PSHE provision is intrinsically linked with the School's RHE provision. Together these make a substantial contribution to safeguarding and help to teach pupils to keep themselves healthy, safe and prepared for life.

7.2 In line with the Senior School, the three core themes covered in our PSHE and RHE provision are Health and Wellbeing, Relationships and Living in the Wider World. These themes are broken down into seven key areas and four strands to ensure a broad and balanced curriculum. (See **Appendix 1** for an overview of our Long Term Plan)

Key areas:

My healthy self, Connecting with others, The online world, Citizenship, Health protection, Staying safe and Growing up.

Some key areas are revisited each year, while others are revisited less frequently to reflect the volume of content in the statutory guidance and ensure learning is age-appropriate.

Strands:

Self-regulation, Managing self, Building relationships and Critical thinking.

The strands show how children's personal and social skills develop over time. The first three strands are drawn from the EYFS Framework and extended through KS1 and KS2 to ensure continuity in children's social and emotional development. The fourth strand, Critical thinking, reflects the growing need for children to question what they see and hear, in real life and online. They run through every key area, helping children learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices and to thrive in school and beyond as they grow.

7.3 The PSHE/RHE programme has been aligned so that the whole Junior School delivers the same units at specific times throughout the year. This enables us to focus on particular aspects of learning as part of a whole-school approach, and to emphasise specific behaviours, values and vocabulary across the school. Each unit focuses primarily on one of the key areas of learning, helping to ensure clear structure and full coverage of the statutory guidance.

7.4 The PSHE/RHE programme is built around a spiral curriculum model. The key areas of the curriculum are revisited regularly, ensuring that children return to important themes such as relationships, health, safety, online life and growing up throughout their primary education. By revisiting these key areas over time, children build on prior learning in a way that reflects their increasing maturity, understanding and lived experience. This supports secure knowledge development and helps children apply learning to real-life situations as they arise.

7.5 In the Junior School, PSHE/RHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods. Lessons typically start with a recap activity to build on prior learning. Teachers then clarify the lesson's focus, so children understand what they are learning and why. New ideas are often introduced via short videos (animated or featuring carefully selected

footage) to enhance understanding, with teachers guiding discussion and reinforcing key points. Children then engage in a range of activities such as scenarios, discussions, collaborative group work, paired activities and independent tasks to practise and explore the learning in depth. Lessons conclude with reflection and a check of understanding to consolidate the learning.

7.6 The PSHE/RHE programme reflects the diversity of modern society, ensuring all children feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing children to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds. This approach helps children recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect. Across the programme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner. When distancing techniques are used, children follow a consistent set of diverse characters who grow older alongside them, helping children develop familiarity and empathy as they explore situations together.

7.7 As well as weekly discrete lessons, our approach to PSHE/RHE is integrated and reinforced at other points during the week as and when appropriate e.g. Meeting for Worship, QPGS Lessons, Circle Time, Assemblies. Teachers will naturally revisit and apply learning in response to real life situations that arise, such as issues on the playground, in the classroom or during discussions, helping children make meaningful links between taught content and real experiences.

7.8 PSHE and RHE complement other national curriculum subjects including Science, Computing and PE. We draw links between these subjects and integrate teaching where appropriate.

8. Responsibility for teaching PSHE

8.1 The Junior School Assistant Head Pastoral/PSHE/Relationships and Health Education Subject Leader and the Junior School Head has responsibility for ensuring the programme is suitable for the age and stage of the children.

8.2 Class teachers, supported by teaching assistants, deliver weekly PSHE/RHE lessons.

8.3 Our on-site Health Centre staff (qualified and practising nurses) may also contribute to the delivery of our PSHE lessons.

9. How we assess learning and progress

We assess children's learning and progression through a range of assessment for/of learning techniques. Lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These tools allow teachers to assess understanding in real-time and adjust their teaching accordingly. Each unit includes a 'Knowledge Catcher' that can be used at the start of the unit and revisited at the end to check children's progress over time. This allows children to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit. Other end of topic

summative assessments may include the production of posters, mind maps, role play scenarios, hot seating, in-class presentations and child led assemblies.

10. Online Safety and Awareness

Online safety and awareness are integral components of our PSHE/RHE curriculum. Through age-appropriate teaching and discussion, children are equipped with the knowledge, skills and confidence to navigate the online world safely, responsibly and respectfully. The programme reflects the requirements of the revised statutory guidance and teaches children:

• to behave respectfully online and understand that the same expectations apply in both online and face-to-face relationships;

• to critically evaluate online relationships and information, recognise risks associated with strangers online, identify harmful content or contact, and know how to report concerns, including understanding that some images, videos and information online may be created or altered using artificial intelligence (AI) and may not accurately represent real people or events;

• that social media platforms have minimum age requirements (currently 13 years) to help protect children from inappropriate content and unsafe contact;

• the importance of protecting personal information online, including the use of privacy and location settings;

• about online risks, including the permanence of digital content and the fact that information, images and messages shared online may be widely circulated and difficult to remove;

• that some online content may be inappropriate or upsetting, and where to access advice, support and trusted adults if they are worried about anything they encounter online.

Through this learning, children develop the knowledge and skills needed to navigate the online world safely and responsibly.

11. Wellbeing Online

Wellbeing online is an important aspect of our PSHE/RHE curriculum. Through age-appropriate teaching and discussion, children are supported to develop a balanced and healthy relationship with technology and to understand how their online experiences can affect their wellbeing and that of others. The programme reflects the requirements of the revised statutory guidance and teaches children:

• about the benefits and challenges of living in an increasingly online world;

• how online relationships can support communication, while recognising the importance of positive face-to-face relationships;

• the impact of screen time, online content and digital activity on mental and physical wellbeing;

• to behave respectfully online and consider the impact of their actions on others;

• why social media platforms, apps and online games have age restrictions;

• about the risks associated with online gaming, including scams, financial harms and addictive behaviours;

• to think critically about online content and make safe, age-appropriate choices;

• that bullying, abuse and harassment can occur online and how to seek support from trusted adults;

• how online information is selected, targeted and presented;

• their rights relating to privacy, personal data and consent; and

• where and how to report concerns and access support for online issues.

Through this learning, children develop the knowledge and skills to use technology safely, responsibly and in ways that support their wellbeing.

12. How parents and carers are involved

12.1 We are committed to working with parents and carers and we are clear that they are the prime educators for children on many of the issues related to our PSHE Curriculum. It is our intention that what we teach in school complements, reinforces and builds on the learning that takes place at home.

12.2 At the beginning of each Autumn term, we invite parents and carers into school for year group specific Curriculum Information Meetings which will include information about our PSHE and RSHE content. We also share information about the Smartphone Free Childhood initiative and encourage families to explore this further and consider signing the Parent Pact to support a collective approach to children's smartphone use. Following the meeting, parents and carers are invited to review our updated PSHE and RSHE Policies and share their feedback through a link provided in the Parent Planner, as part of our annual consultation process.

12.3 Parents and carers may request to view the resources and teaching materials used within the PSHE curriculum, and are encouraged to discuss any questions, concerns or issues with their child's class teacher where appropriate. Parents and carers are informed prior to the teaching of any RSE lessons, details of this can be found in the RSHE Policy. (7.3b)

12.4 Throughout the academic year, information is shared with parents and carers through the school Newsletter and/or Parent Planner to inform them about learning and awareness-raising activities linked to nationally recognised themes and events taking place across the school. These may include, but are not limited to: World First Aid Day, World Mental Health Day, Anti-Bullying Week, Children's Mental Health Week and My Money Week. By sharing information about these themes, we aim to strengthen the partnership between home and school, encourage discussion beyond the classroom, and provide opportunities for parents and carers to reinforce key messages and learning at home. Where appropriate, additional resources, guidance and signposting to external support services may also be provided to help families engage with and support their child's learning and wellbeing.

12.5 Parents and carers in the Junior School are invited to attend the Senior School's termly programme of pastorally themed talks and workshops, known as 'Let's Talk'. These sessions are often delivered by external specialists and experts in their fields and cover a range of topics relevant to children's wellbeing, development and safety. The aim of these workshops is to align PSHE and RSHE content with the conversations parents have at home with their children, offer an opportunity to ask questions in a non-judgmental environment, and work together with Sidcot to address pastoral issues affecting children and young people.

13. Guest speakers

Teachers may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE/RSHE programme to enhance the delivery of lessons. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's Safeguarding and Child Protection procedure for visitors (Policies 2.1 and 3.5)

14. Monitoring and Evaluation of PSHE

The effectiveness of the PSHE programme will be monitored through learning walks and work scrutinies undertaken by the PSHE/RSHE Subject Leader. Feedback will also be gathered from pupils through a Pupil Voice session and from parents and carers as part of the annual consultation process. In addition, the PSHE curriculum will be reviewed annually to ensure it remains relevant, engaging, responsive to emerging issues, and fully aligned with current statutory guidance and best practice.

15. Legal framework

This PSHE policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2025
- Equality Act 2010
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Independent Schools Standards Regulations (2026)
- The Handbook for the Inspection of Schools (Commentary on the Regulatory Requirements September (2019))
- National minimum standards for Boarding Schools (2022)
- SMSC development of pupils in independent schools – departmental advice November 2014 and update November 2014
- Careers guidance and access for education and training providers – DOE 2018
- Keeping Children Safe in Education, DfE September 2026.
- Working together to Safeguard Children, DfE 2026.
- What to do if you're worried a child is being abused, DfE 2014.
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Prevent Duty Guidance for England and Wales and the Prevent Duty Guidance departmental advice for schools and childminders.
- The use of social media for on-line radicalisation (July 2015)
- Teaching on-line safety in schools (January 2023)
- Sexting in Schools (January 2017)
- Education for a Connected World 2020, UK Council for Internet Safety
- Citizenship Programmes of Study, DfE 2015

16. Links to other school policies

This policy supports/compliments the following policies:

2.1 Safeguarding and child protection
2.11 Equal opportunities- children
3.5 Procedure for Visitors
4.1 Medical policy
4.2 Supporting Students with medical conditions, disability and SEND
4.4 Mental Health and Wellbeing
5.1 Behaviour and discipline
5.4 Anti-bullying
5.6 Smoking, drugs & alcohol
6.11 CEIAG (Careers)
7.1 Personal, Social, Health and Economics Education – Senior School
7.3 Relationships Education, Relationships and Sex Education and Health Education – Senior School
7.3b Relationships Education, Relationships and Sex Education and Health Education – Junior School
8.1 a Health and Safety
8.8 Risk assessment policy
12.1 Digital Safety

17. Review

This policy will be reviewed every year by the Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader, the Junior School Head and the Senior School Deputy Head (Pastoral).

18. **Document Change History**

Date of change	Detail significant changes and any new legislation / guidance taken into account.
1 September 2024	Policy reviewed and minor updates made.
1 September 2025	Policy reviewed and minor updates made. Reference to staying safe and healthy both in real life and online added to Paragraph 6.
1 September 2026	Policy reviewed and updated to reflect the DfE's revised RSHE guidance and associated statutory requirements and KCSIE 2026. Reference to My School Portal (MSP) and School website added to 1.4. Reference to revised Primary Relationships Education, Relationships and Sex Education and Health Education (July 2025) guidance added to 1.5. Updated 'Wonder boxes' in 3.1.

	Removed reference to Take Ten and Talking Sticks in 3.2. Added 'Respectful' relationships to Paragraph 6. Significant revisions made to Paragraph 7 to incorporate updated curriculum content and the implementation of new PSHE/RSHE resources and provider from September 2026. Paragraph 9 updated to reflect additional assessment methods introduced through the adoption of new PSHE/RSHE resources and curriculum provider. Paragraph 10 inserted - Online Safety and Awareness – to reflect updated curriculum content and the increased emphasis on digital safety and responsible online behaviour. Paragraph 11 inserted - Wellbeing Online – to reflect updated curriculum content and the increased emphasis on digital wellbeing, healthy online behaviours, and the impact of technology on mental and emotional health. Reference to Smartphone Free Childhood Initiative added to 12.2. Reference to viewing resources and teaching materials added to 12.3. Paragraph 12.4 inserted – Information sharing through the school Newsletter and/or Parent Planner. Paragraph 12.5 inserted – 'Let's Talk' Programme. Paragraph 14 inserted – Monitoring and Evaluation of PSHE. Additional statutory and non-statutory guidance added to Paragraph 15. Appendix 1 – removed old PSHE/RHE Curriculum Overview and replaced it with new one to reflect updated curriculum content.
October 2026	The word 'Gender' replaced by the word 'sex'. In accordance with the FWS ruling in the Supreme Court

Appendix 1: Curriculum Coverage – PSHE/RHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?

Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?	Staying safe: How can I stay safe as I grow up?