

PSHE POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

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CONTEXT AND LEGAL FRAMEWORK

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils, as stated under section 78 of the Education Act 2002. Although PSHE education was previously a non-statutory subject, its status changed in 2020, when both health education and relationship education became statutory. This followed The Children and Social Work Act 2017, which included legislation making Relationship and Sex Education (RSE) compulsory in schools. For primary schools, only the 'Relationship' element of RSE was made compulsory.

From September 2026, schools are required to teach a new framework for Relationship, Sex and Health education (RSHE). At Hatfield Peverel Infant and Nursery School, we are fully prepared for the new framework and have ensured that our PSHE (including RSE) curriculum is fully in line with updated guidance.

Although not currently a National Curriculum subject in its own right, Citizenship plays an essential role in our PSHE curriculum, teaching children the important role they play in their community and wider society. In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through our own school values, PSHE curriculum and enrichment activities.

This policy is in line with all statutory requirements and guidance from the DfE, the National Curriculum, PSHE association, as well as the Healthy Schools Programme.

INTENT – WHAT WE ARE TEACHING IN PSHE

At Hatfield Peverel Infant and Nursery School, we are committed to providing a broad and balanced curriculum that promotes children's spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. It provides an opportunity to give every child an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. PSHE education at our school helps prepare pupils to navigate the ever-changing, complex modern world.

We believe that a high quality PSHE education helps our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our curriculum covers key areas which will help children to make informed choices now and as they grow, around their health, safety, wellbeing, relationships and financial matters.

Aligned with our four school ERIC values: **Effort, Respect, Independence** and **Communication**, our curriculum enables children to:

- Understand and regulate their emotions and behaviours.
- Build and sustain positive relationships.
- Develop a strong sense of self-worth and purpose
- Recognise and celebrate difference.
- Understand rights, responsibilities and the importance of consent (permission), safety and equality.
- Understand and adapt to changes as they grow and know how to stay physically and mentally healthy.

Our curriculum supports our robust safeguarding culture, addressing issues including boundaries and consent, personal safety (including online) and mental wellbeing. It also

reflects British Values and contributes towards pupil's spiritual, moral, social and cultural (SMSC) development.

IMPLEMENTATION – HOW WE ARE TEACHING PSHE

Our PSHE curriculum is delivered through the KAPOW spiral curriculum, with additional, aligned learning opportunities and cross-curricular links found, where appropriate. A spiral curriculum ensures key concepts are revisited and deepened over time, ensuring learning is age-appropriate, meaningful and secure. The Kapow Primary *RSE & PSHE* scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal
- Social
- Health
- Economic
- Relationship.
- Citizenship

The scheme is organised into **strands** and **key areas** to ensure a broad and balanced curriculum. The strands show how pupils' personal and social skills develop over time. They are drawn from the EYFS statutory framework, with the addition of critical thinking. They run through every key area, helping pupils learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices as they grow. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way. The strands run from Reception through to Year 2.

STRANDS

Self-regulation

Learning to recognise and manage pupils' emotions, thoughts and behaviour so they can respond calmly and make considered choices.

Managing self

Learning to take increasing responsibility for pupils' own behaviour, routines and decisions to support their wellbeing and independence.

Building relationships

Learning how to form positive, respectful relationships by communicating kindly, understanding others and setting healthy boundaries.

Critical thinking

Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.

KEY AREAS

Learning is organised into seven key areas:

My healthy self

Learning how to look after their mental and physical health and make choices that support their wellbeing.

Connecting with others

Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.

The online world

Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.

Citizenship (non-statutory)

Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.

Staying safe

Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.

Growing up

Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.

Health protection

Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.

Key areas ensure all statutory content is covered. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way.

PROGRESSION

The RSE & PSHE: Progression of skills and knowledge documents show how learning develops, both within the key areas and across the strands. It demonstrates how pupils build the knowledge, understanding and skills required. Learning builds progressively across the key areas. Within these key areas, pupils revisit important knowledge and concepts with increasing depth and maturity.

Alongside this, the strands of self-regulation, managing self, building relationships and critical thinking show how pupils' personal and social skills develop from Reception, supporting them to make thoughtful, informed choices and to thrive in school and beyond.

UNIT STRUCTURE

In our PSHE curriculum, a unit represents a half-term block of learning. Each unit is comprised of six lessons. Lessons within a unit are carefully sequenced to build knowledge and understanding over time. Each unit focuses primarily on one of the key areas of learning (or strands in EYFS), helping to ensure clear structure and full coverage of the statutory guidance. While there are natural overlaps between areas, organising learning in this way supports coherence and progression.

Each unit within Key Stage 1 revolves around a central question that pupils should be able to answer by the end, drawing together what they have learned. Each individual lesson is also framed as a question, helping pupils understand the lesson's focus. This structure allows them to reflect on how they have met the lesson's objectives by the end. Each unit contains:

relevant prior learning, lesson overview, key knowledge and skills and cross-curricular links (including British values).

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external visitors and school trips
- School values and rules
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment opportunities

INCLUSION AND DIVERSITY

A bespoke set of illustrated characters is embedded throughout Kapow's RSE and PSHE scheme. The characters reflect the diversity of children in UK primary schools through a range of appearances, family structures, cultural backgrounds, experiences and additional needs. They help children see both themselves and others positively represented within the curriculum. Each character is presented as a unique individual rather than as a representative of a particular group or community. This helps pupils to recognise and value the diversity of experiences and perspectives that exist within and across communities. A key purpose of the characters is to support **psychological distancing** – creating a safe distance between pupils and sensitive topics. By exploring situations through fictional characters, pupils can discuss ideas, consider different perspectives and solve problems without needing to talk directly about themselves. This supports open discussion while helping children feel safe and respected.



SEND

The Kapow Primary RSE & PSHE scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, lessons include a range of strategies to support and challenge every pupil, such as scaffolding, multi-sensory approach, clear instructions and structured tasks, opportunities for collaborative and independent learning.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

Further information can be found in the *SEN Policy* and related documents.

EYFS

Our RSE & PSHE scheme aligns with the statutory EYFS guidance. Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression. This transition is aided by the continuity of learning created by the key areas, which run from EYFS to Year 2.

Further information can be found in the *EYFS Policy* and related curriculum documents.

ERIC

ERIC the elephant is our school mascot who helps pupils develop their learning skills across the curriculum. ERIC is embedded within the school both in and out of the classroom.

His name stands for:

- **EFFORT** (don't give up, do your best and try hard, take part, improve your skills)
- **RESPECT** (say please and thank you, be a nice person, use good manners, do what the grown-ups ask you)
- **INDEPENDENCE** (look after your own things, think first, try on your own, find your own equipment)
- **COMMUNICATION** (look who is talking, wait your turn, listen carefully, talk to each other)

CONFIDENTIALITY

Due to the nature of the topics covered in the PSHE programme, all staff delivering PSHE are aware of the school's guidelines on confidentiality, disclosure and safeguarding.

IMPACT – WHAT THE CHILDREN HAVE LEARNT

Our PSHE curriculum ensures pupils develop the confidence, resilience and emotional intelligence needed to make safe and healthy choices and become reflective, responsible citizens. In RSE & PSHE, pupil outcomes go beyond pupils being able to recall key knowledge or demonstrate specific skills in the classroom. The curriculum is designed to support pupils' confidence, wellbeing and the way they interact with others in everyday situations.

ASSESSMENT, RECORDING AND REPORTING

Pupils' progress in PSHE is monitored by class teachers as part of our internal assessment systems, against clear objectives aligned with our PSHE curriculum. Assessments are uploaded to INSIGHT termly and reported to parents annually. Teachers report whether children are working within, below or above age-related expectations. Staff are reflective in their practice and adapt the curriculum to address specific needs.

PSHE assessments may include observations from discussions, recorded work in pupil books and work within the class floor book. Staff are encouraged to use open questions whilst teaching PSHE in order to encourage more open dialogue and communication.

More information regarding assessment can be found in the *Marking Assessment and Feedback Policy*.

MONITORING AND EVALUATION

The delivery of PSHE is monitored by the PSHE lead/Deputy Headteacher through a variety of methods. These include monitoring planning, learning observations, drop-ins, learning walks and pupil questionnaires.

This policy will be reviewed by the PSHE lead every three years. At every review, the policy will be approved by the Headteacher and Governing Body.

ROLES AND RESPONSIBILITIES

At Hatfield Peverel Infant and Nursery School, the PSHE programme in school is led by the PSHE lead. PSHE is taught regularly across the week by class teachers, Headteacher, Learning Support Assistants and visitors from outside agencies. The Headteacher/Deputy Headteacher and PSHE lead are responsible for ensuring that PSHE is taught consistently across the school. It is also the Head teacher/Deputy Headteacher's responsibility to ensure that members of staff are given sufficient training and support, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff are responsible for delivering PSHE in a sensitive way, modelling positive attitudes to PSHE, monitoring progress and responding to the needs of individual pupils.

KEY POLICY LINKS

The PSHE policy has clear links with other school policies that contribute to the personal, social, health, economic and emotional development of pupils including:

- *Relationships and Sex Education Policy (RSE)*
- *Anti-bullying Policy*
- *Child protection Policy*
- *Health and safety Policy*
- *Special Educational Needs Policy*
- *Relationships and Behaviour Policy*
- *Anti-bullying policy*
- *E-safety Policy*
- *Marking, Assessment and Feedback Policy*
- *Child on Child Harmful Sexual Behaviour Policy*
- *Computing Policy*
- *EYFS Policy*
- *Teaching and Learning Policy*

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