



*“Creating excellence, embracing all.”*

SUBJECT POLICY  
FOR  
Personal Health and Safety  
Education (PHSE)  
**(To be read in conjunction with RSE policy and SMSC  
policy)**

Subject Lead : Jo Reid

Curriculum Action Team: Humanities

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Policy Renewal date: Sept 2026

**Policy to be determined 27th November 2025**

**Botley School Governing Board**



## **Botley School Vision statement**

*A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.*

## **Botley School Values**

*Inclusivity Teamwork Kindness Respect Resilience Creativity*

*“If you have good thoughts they will shine out of your face and you will always look lovely.”*

*Roald Dahl*

## **Personal, Social, Health and Economic Education (PSHE)**

### **PSHE vision Statement**

Developing life skills which will enable them to manage change, make healthy and safe choices, build character and become resilient, reflective and responsible members of society.

#### **1. School ethos/ rationale**

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils’ personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

#### **2. The aim of this policy is to:**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education (refer to RSE policy)

#### **3. The Legalities**

At Botley school we teach the statutory parts of PSHE – Relationship and Sex education, within which there are statutory and non-statutory elements, (please see our R S E Policy) and Health Education through our PSHE curriculum.

We comply with the ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex/ puberty education contained in the science curriculum. We are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

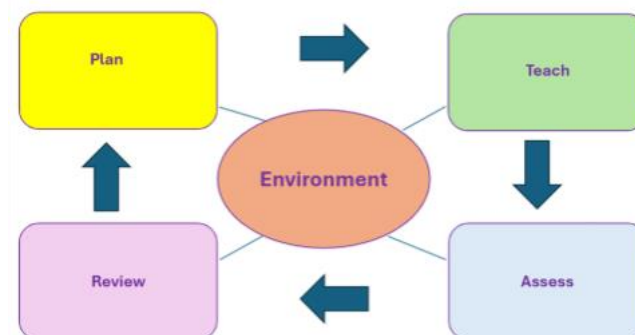
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

#### 4. The curriculum

##### Pedagogical Principles

The Intent, implementation and impact of the PSHE curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



### Intent

### *Why do we teach it?*

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, following the 'PHSE Association' curriculum,, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values ( see links with our SMSC calendar) PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy , safe and positive choices in all aspects of their daily lives. - the three core themes being: *Health and well-being, Relationships and Living in the Wider World*

## **Implementation**

### *What , where and when is PSHE taught*

#### **What is taught in PSHE?**

##### **KS1 and KS2**

At Botley School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Botley School we use the PSHE Association's scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use Christopher Winter Sex Education and Drugs and Alcohol Education resources. We provide a curriculum that ensures pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

##### **Relationships Education**

Our PSHE curriculum covers statutory Relationships education (please see R.S.E policy for further details). Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family

relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught Relationships Education from year 1 at an age appropriate level .Further details on what we are required to teach can be found in appendix 2 (DfE Relationships outcomes)

### **Sex Education**

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from **designated** sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our RSE policy.

### **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils 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 with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health & prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and science curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1 (or Reception). A list of key vocabulary can be found in appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils. DfE outcomes for Health Education can be found in appendix 2

### **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about their position as a global citizen and how they can make choices to better the environment, water and energy use, and biodiversity.

### **How is PSHE taught in KS1 and KS2?**

At Botley School PSHE is a taught subject. PSHE is timetabled delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

There are 3 core themes:

Core theme 1: Health and Well Being – Autumn Term

Core theme 2: - Living in the Wider World - Spring Term

Core theme 3: Health and Well Being – Summer Term

The topic titles within each theme are:

Core theme 1: Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference.  
Autumn Term

Core theme 2: Living in the Wider World – Rights and Responsibilities, Environment, Money  
Spring Term.

Core theme 3: Health and Well Being – Healthy lifestyles, Growing and Changing, Keeping Safe.  
Summer Term

Cross Curricular links will also be made between PSHE and other curriculum areas as appropriate, including:

- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- LITERACY: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- NUMERACY: aspects of financial capability, counting and sharing
- SCIENCE: drugs (including medicines) sex education, health, safety and the environment
- D&T: health and safety, healthy eating
- HISTORY: reasons for and results of historical events, situations and changes
- GEOGRAPHY: topical issues concerning the environment; GLOBAL CITIZENSHIP
- ART/DT: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- MUSIC: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression
- PE: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

PSHE will further be supported through discreet activities and school events.

## **Early Years Foundation Stage**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The main area of learning within the EYFS framework that links directly to PSHE is Personal, Social and Emotional Development.

Personal, Social and Emotional Development 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. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## **Managing difficult Questions and confidentiality**

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well-managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples that support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

## **SEND and Inclusion**

We are an inclusive school. As with all subject areas, delivery of PSHE is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during PSHE lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in PSHE as they may do in other core subjects.

## **Impact**

- PSHE teaching and learning provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

### **Recording**

Pupils record their work within their PSHE book. All work has a clear objective for the learning. (We are learning to – WALT)

### **Formative Assessment**

Teachers follow the feedback and marking policy, acknowledging each piece of written work. Teachers will highlight the WALT green if the attainment has been met, orange if partially met, and red if not yet met.

Teachers will also keep regular formative assessments using the BromCom school information system to record the pupils' ongoing assessment and progress. A link to the PSHE and RSE Progression Map is available in the appendix on page 5.

### **Summative Assessment**

Teachers will make a summative judgement at the end of the school year for PSHE. This will be reported to parents within the statutory annual written report.

### **Roles and Responsibilities**

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

### **Working with outside agencies and visiting speakers**

The school has a GDPR policy, DBS protocols, the privacy statements, confidentiality policies and CP policies which all staff follow.

### **Monitoring, evaluation and training**

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

### **Working with parents**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, and RSE or Relationships policy and Sex education policy. Links to the overview and progression documents are available in the appendix.

We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through our cohort meetings, parent rep sessions and a PSHE working group to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the Headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

### **Useful information for parents**

We have a designated area of the School website signposting to trusted external websites eg ParentZone, NSPCC, ThinkUKnow

The DfE guide for parents is here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## 9. Linked policies

- Safeguarding
- Anti - Bullying Policy
- Relationships and Sex Education Policy/RSE policy
- Teaching and Learning Policy
- Curriculum Policy
- Equality and Inclusion Policy
- SEND policy

## Appendix 1

PSHE Key Documents

[PSHE Curriculum Overview](#)

[PSHE Progression Map](#)

[PSHE in the Early Years](#)

## Appendix 2

### Ground rules for PSHE lessons

## Ground rules

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students whether intentional or not. Such ground rules support broader class rules and the school's behaviour policy. In order for ground rules to be effective, they should be developed and agreed with the pupils themselves, rather than given or imposed by the teacher. The content of PSHE is wide and varied and needs to be age appropriate. Pupils need to be taught how to ask questions, explore their views and attitudes in a classroom situation, and to understand what to do if they need further support.

## Ideas for ground rules

### ***Shared agreement***

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down

- We use the correct vocabulary when possible; if we are unsure, we ask the teacher
- We do not name names
- We know we can ask for further help or advice if we want and after the lesson too

### ***Rights and responsibilities***

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have a responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

#### Appendix 3

DEF information from statutory guidance

Relationships –

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

