SELBORNE PRIMARY SCHOOL

PSHE POLICY 2026

Reviewed by school	1st October 2026
Adopted at the Governing Body meeting held on	15th October 2026
Next review date	1st October 2028

1. Aims and intent

The intent of our Personal, Social, Health and Economic education (PSHE) programme is to ensure children have the knowledge and skills to stay happy, healthy and safe, now and in the future. To achieve this our PSHE curriculum promotes children's personal, social, emotional and economic development, as well as their physical and mental health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At **Selborne Primary School**, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an integral component of our curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- promotes the spiritual, moral, cultural, mental, emotional and physical development of our children and of society
- prepares our children for the opportunities, responsibilities and experiences they already face and for adult life
- provides information about keeping healthy and safe, physically, emotionally and socially
- encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

Our PSHE curriculum is split into three main topics: Relationships Education, Health Education and Living in the Wider World. Relationships and Health Education are divided across Autumn and Summer Terms and Living in the Wider World is taught across Spring Term.

As a school we use the Ealing PSHE Scheme of Work to deliver PSHE. This scheme was relaunched in September 2026 with updated resources to provide greater consistency in materials across the local authority. The Scheme of Work meets all statutory requirements for relationships and health education. The Children and Social Work Act 2017 and the Equality Act 2010 also underpin this curriculum. The updated Scheme of Work has been developed in collaboration with professionals across the local authority including teachers, public health specialists and race equality experts. The Scheme of Work overview for PSHE can be found in Appendix 1.

The Relationships topic aims to ensure children:

- Build strong self-awareness and can identify their strengths and personal qualities
- Develop confidence in talking, listening and thinking about feelings and relationships
- Develop feelings of self-respect, confidence and empathy
- Recognise healthy friendships and be skilled in managing conflict
- Are provided with a framework in which sensitive discussions can take place
- Foster respect for the views of other people
- Are able to recognise different types of bullying and explain how to keep safe
- Are able to identify varying emotions in themselves and others
- Are able to talk about and share these feelings
- Understand the boundaries for different relationship types i.e. family, friends, professionals
- Explore the importance of consent and personal boundaries in keeping safe

The Health and Wellbeing topic aims to ensure children:

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- The connection between physical health and emotional wellbeing
- Know and understand how to use medicines safely

- Know and understand the difference between legal and illegal drugs
- Understand the impact of social relationships on wellbeing
- Understand how to keep their bodies healthy, clean and safe
- Know the correct vocabulary to describe themselves and their bodies
- Are prepared for puberty and understand the basic changes that happen during puberty
- Be aware of safety issues, including how to respond in an emergency

The Living in the Wider World topic aims to ensure children:

- Know the importance of responsible behaviours and actions
- Are responsible and independent members of the school community
- Are positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Know about where money comes from, how to keep it safe and the importance of managing it effectively
- Challenge stereotypes in all forms
- Understand the impact of racial injustice and how to promote equality
- Know how to keep safe online and how to be critical thinkers about online content

2. Statutory requirements, equality and inclusion

PSHE is a non-statutory subject to allow schools to adapt provision to their school's needs. However, there are many aspects of PSHE we are required to teach.

A significant portion of the PSHE curriculum is devised from the 2025 Department for Education (DfE)'s statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education.' We must provide Relationships Education and Health Education to all pupils as per Section 34 of the Children and Social Work Act 2017. In teaching Relationships Education and Health Education, we must have regard to the previously referenced 2025 DfE statutory guidance under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

Schools are required to comply with relevant requirements of the Equality Act 2010. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the 'protected characteristics'). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

The newly updated Ealing Scheme of Work has been developed in collaboration with members of the Ealing Race Equality team who have been part of the design, development and review process to ensure that the curriculum is supporting the demands set out in the Ealing Race Equality Commission 2021. See Appendix 2 for further details.

3. Content and delivery

3.1 What we teach

PSHE is an umbrella term for curriculum content which covers health and wellbeing, relationships education, citizenship, financial literacy and online safety.

As stated above, we are required to cover the content for Relationships and Health Education in primary schools, as set out in the 2025 DfE 'Relationships Education, Relationships and Sex Education (RSE) and

Health Education' statutory guidance. You can refer to our Relationships and Health Education policy for details about what we teach regarding relationships and health as well as the non-statutory sex education content, which is only taught in Year 6. This policy can be accessed through our school website.

3.2 How we teach it

PSHE forms an integral part of our school ethos and values. It permeates our entire school curriculum.

Specific PSHE lessons are timetabled to take place for one hour per week. PSHE will usually be delivered by a member of school staff, usually the child's class teacher.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils.

- There will be a weekly PSHE lessons in every year group in order to develop themes and share ideas through various learning formats, e.g. circle time, discussion and group work.
- Opportunities will also be found within other curriculum areas, e.g. links with drama and role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, online safety in computing lesson, environmental awareness, health and drug issues in science, and beliefs, values and practices.
- PSHE will also be taught in assemblies. At Selborne we have weekly Monday assemblies on topics such as belonging, mental health, disability awareness, keeping fit, charity, refugee week and earth day.
- There will also additional lessons such as anti- bullying week, aspirations week, a charity event, Black History Month and International Women's Day.
- Throughout the school there will be acknowledgement of PSHE in every lesson, through the teachers' and pupils' relationships with each other.
- Activities will be provided as group, class or school events or initiatives e.g. community project such as charity day, school productions, assemblies for parents, star assemblies and annual residential trips.
- At playtimes and lunchtimes opportunities exist for practising learned PSHE-related skills through playing co-operatively and using play equipment. Rotas are used for the play equipment and the MUGA.
- At Selborne PSHE is further enforced by our school rules and Selborne's six keys of persistence, resilience, organisation, getting along, confidence and respect.
- It also links with other areas such as ECO schools, Healthy Schools, the School Travel plan and Forest School.

Selborne Primary School believes that PSHE should meet the needs of all pupils. Our school is committed to the provision of PSHE to all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of PSHE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs and disabilities (SEND) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

3.3 Assessment and monitoring

The Ealing Scheme of Work provides learning questions for each half term and each individual topic. These are devised as part of a spiral curriculum to ensure children are continuously building on their knowledge and skills each year.

Assessment is structured to ensure that children can answer the appropriate learning question for that topic. This builds clear expectations of what the pupils will know, understand and be able to do at the end of each academic year.

Samples of pupils' learning are put into class big recording books and a class list at the front ensures that all children's work is represented.

The PSHE subject lead uses these class big recording books to monitor and assess the teaching of PSHE across the school. These demonstrate what the expected end of year outcomes are in PSHE for each year group. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE.

Monitoring of the standards of children's work and of the quality of teaching in PSHE across the school is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Staff are encouraged to attend relevant courses and keep abreast of current and evolving practice. The courses run by Ealing support the teaching of PSHE and well being of teachers.

4. Roles and responsibilities

4.1 The Governing Board will:

Approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The Headteacher must:

Ensure that PSHE is taught consistently across the school and opportunities for personal development are embedded at a whole school level.

4.3 The PSHE lead is required to:

- Be clear on the intent for the whole school's provision of PSHE and how it meets statutory guidance and whole school values.
- Co-ordinate whole school provision of PSHE to ensure that all pupils are receiving age- and stage-appropriate material at the designated times.
- Maintain their own professional development and keep abreast of changes that impact PSHE.
- Monitor the implementation and impact of PSHE across the school setting.
- Engage with parents & carers to ensure parents/carers understand what is being taught within the curriculum.
- Support staff in delivering PSHE effectively and consistently.

4.4 Staff are responsible for:

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Following school child protection and safeguarding procedures and protocols as needed.

4.5 Pupils should:

- Engage fully in PSHE lessons and wider opportunities.
- Apply the knowledge and skills taught in PSHE to their everyday lives.
- Discuss topics in PSHE openly and sensitively, respecting differences in opinion.

4.6 Parents/carers should:

- Stay attune to what is being taught in PSHE by accessing yearly and termly overviews of the Scheme of Work via the school website.
- Continue conversations around topics related to PSHE at home.
- Provide opportunities for children to continue to develop the knowledge and skills that will keep them happy, healthy and safe.

5. Links with other policies

This policy links to the following policies and procedures:

- Relationships, Sex and Health Education (RSHE) policy / Relationships and Health Education (RHE) policy. In our school this is called RAGU (Relationships and Growing Up). This was the name that the parents on the working party wanted this area of the curriculum to be called.
- Safeguarding & child protection policies
- Online safety policy
- Drugs, alcohol, tobacco and vaping education policy
- Special Educational Needs & Disabilities policy
- Anti-bullying policy
- Equality policy
- Mental Health Policy.

Appendix 1: Ealing Primary School PSHE Scheme of Work Yearly Overview

The Ealing PSHE Scheme of Work - Yearly Overview

	Autumn: Relationships and Health Education		Spring: Living in the Wider World		Summer: Relationships and Health Education	
Year group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	Who are we?	How do I look after my body? Part 1	How do I stay safe in different places? Part 1	How do I look after my body? Part 2	How do I stay safe in different places? Part 2	Who is there for me?
Reception	Who am I?	What do I need to do be healthy?	What is a rule and do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact our health?	What is global citizenship?	What do I want to do when I grow up?	What can I expect during puberty?	How do we respond to change, risk and harm?
Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future?	How is my body preparing for adulthood?	How do relationships change as we grow up?
Colour Code:	Health and Wellbeing		Living in the Wider World		Relationships	

Appendix 2:

The Ealing Primary Schools PSHE Scheme of Work 2026

Our Commitment to Race Equality

The Ealing Primary Schools PSHE (Personal, Social, Health, and Economic) Scheme of Work for 2026 demonstrates a robust commitment to race equality, shaped by a comprehensive review and collaboration between the Health Improvement Team, PSHE leads from local schools, and the Race Equality team within Ealing council. The updated curriculum is designed to meet the evolving needs of students, with a strong emphasis on enhancing diversity and inclusion throughout the content.

The impetus for these changes was informed by the findings of the Ealing Race Equality Commission's 2022 report, which identified significant disparities in educational outcomes, particularly among Black Caribbean pupils and White and Black Caribbean pupils and the subsequent commitment by the Ealing Learning Partnership to address these inequalities, alongside those faced by Somali pupils.

In response, the updated PSHE curriculum now incorporates:

- **Diverse Representation**: The inclusion of role models from various ethnic backgrounds, along with a greater diversity of images, case studies, and examples throughout the lessons.
- **Cultural Identity**: Opportunities for students to explore and celebrate their personal identity and cultural heritage.
- **Community Engagement**: Lessons that emphasize the diversity within Ealing's communities and the valuable contributions of different groups.
- **Age-Appropriate Discussions on Inequality**: Progressive lessons that address themes such as inequality, prejudice, discrimination, and racism, tailored to the students' age and maturity.
- **Understanding Racism and Anti-Racism**: Lessons aimed at understanding the impacts of racism, discrimination and injustice, and promoting anti-racist practices.

These objectives have been systematically integrated into the curriculum overviews and learning outcomes for each year group, ensuring a spiral approach where students build on their understanding year after year. The curriculum has been carefully designed to address sensitive topics with respect and age-appropriate sensitivity. Lessons have been devised and reviewed by anti-racist education specialists to ensure the language and messaging is appropriate and consistent.

In addition to the curriculum updates, PSHE leads are being encouraged to enhance their knowledge and awareness of the pivotal role that PSHE plays in addressing and tackling race equality issues through ongoing professional development and training.

These curriculum updates are part of a broader effort to address the disadvantages faced by pupils from minority ethnic groups within education. The Health Improvement Team will continue to collaborate with colleagues in the Local Authority and schools to ensure that the lessons meet the needs of all pupils. The curriculum will be regularly reviewed as part of ongoing quality assurance processes.