

Windsor Community Primary School



PSHE Policy

September 2025

Statutory Framework

The Relationships, Sex Education and Health Education (RSHE) aspects of Personal, Social, Health and Economic education (PSHE) are now compulsory within all schools.

RSHE covers broad areas of particular relevance and concern to children and young people today - mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

There is a separate policy that relates to the delivery of this at Windsor Primary

In developing a PSHE scheme of work at Windsor, we have taken objectives from the PSHE Association programme of study, as well as DfE guidance which can be found here

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

An overview of main themes in this framework are:

Belonging: Identity and Diversity, Positive Relationships (including Relationships and Sex Education and Consent and Permission), Good Manners, Transition, Communication, Kindness and Humility (including Anti Bullying), Empathy, Compassion and Forgiveness

Wellbeing: Healthy Me (sleep, diet, exercise), Understanding and Managing Emotions, Positive Mindset and Self Reflection, Bereavement and Loss

The Wider World: Rules, Respect, Citizenship and Democracy, Keeping Safe, Developing Independence and Self-Help skills

Intent

At Windsor Primary School, we believe that our PSHE curriculum helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens within their community and the wider world.

Our aims are:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Implementation

Children at Windsor are taught blocks of PHSE lessons in which whole afternoons or sometimes days are given over to the subject. This happens on a half termly basis. These sessions are tailored to the needs of the individuals within the class, and may link to current affairs or issues that have arisen within the peer group. Across the school there will be evidence of work covering the following themes.

- Physical Health and Fitness
- Healthy Eating
- Mental wellbeing
- Ourselves, growing and changing (including changing adolescent body)
- Health and Prevention
- Basic First Aid
- Keeping safe
- Drugs, alcohol, tobacco and vaping
- Families and People Who Care for Me
- Caring Friendships
- Managing hurtful behaviour and bullying including peer on peer abuse
- Respectful & Safe relationships including LGBTQ+
- Online Relationships & Internet Safety and Harms
- Communities and Shared responsibilities
- Media literacy and digital resilience
- Economic wellbeing: money, aspirations, work and career

A variety of pedagogical approaches and teaching & learning strategies are used in our PHSE lessons to promote good progress

- Whole class and small group discussions
- Debates
- Sorting games
- Scenario role play
- Interactive / digital learning
- Philosophical stimuli activities
- Partner talk

A 'Draw it, Write it' approach is used to assess the starting points (baseline assessment) and end point (summative assessment) for pupils for each unit of learning taught.

Individual Pupil PSHE Journals are used as a reflective tool in KS2.

Each class creates their own PHSE floor book to showcase the work they have been completing and to allow us to track progress.

In addition to specific lessons, PHSE is also delivered as and when needed. For example, if there has been issues in the class with friendships, age appropriate work around relationships will be completed as a planned response.

There are many other aspects across the school which help to deliver statutory PHSE framework. Some examples are:

1) Our school values

The school values (created collaboratively using pupil/parent/school perspectives) focus on the acquisition of key qualities that ensure pupils are able to meet Windsor's PSHE Intent Statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to Windsor Primary School's values which are:

- **Working to be tomorrow's adults**
- **Independent learners**
- **Never give up**
- **Differences are celebrated**
- **Self-belief and respect for all**
- **Only our best will do**
- **Risk taking helps us**

2) Our School Rules

The school rules are underpinned by our Attachment and Trauma informed Behaviour and Relationships Policy and are visible throughout our school environment and all aspects of school life.

Pupils are encouraged and supported to be:

- Ready
- Responsible
- Safe

3) School Council

The School Council at Windsor Primary School is made up of pupils from Year Groups 2-6 initially with Year 1 joining through the year. There are 2 pupils from each year group. Pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates fund-raising activities in school

4) Positions of Responsibility:

There are a number of ways in a variety of areas that children can develop their responsibility. A few examples are: Well Being Ambassadors, Maths Ambassadors, Reading Influencers, Eco Ambassadors, Science Ambassadors, Lifesavers (School Bank) Ambassadors, Mini Police, Sports Ambassadors. Roles often develop as areas of the curriculum are developed so this is not an exhaustive list.

5) Zones of Regulation Check In Sessions

This is time given every morning and afternoon for children with their teachers to share their thoughts and feelings. Children are encouraged to use Zones of Regulation to articulate how they are feeling and consider strategies that will help them be in the green zone and therefore ready to learn.

Themes which are voiced in check in can then feed into bespoke PHSE sessions with the whole class or targeted groups / individuals

6) External providers and visits

There is a program of visitors each year designed to enhance the delivery of PHSE these include Crucial Crew Event, James the Gangman (gang/grooming education), 20 Stories High, Anti-bullying workshops, Community Police visits, The Debate Academy, Bikeability, Road Safety sessions, First Aid Sessions (Mini First Aid) collaboration with FireFit. These are just a few examples, as with the positions of responsibility these are often added to as the year progresses

7) Staff Professional Development

All staff are included in our PSHE professional development programme which is delivered by PSHE Subject Lead in collaboration with relevant professionals and professional bodies. Recent CPD sessions have included Zones of

Regulation, Assessment in PSHE, FGM (led by representative from Savera), Misogyny and Sexual Harassment (led by School Improvement Liverpool) and County Lines & Child Sexual Exploitation.

PSHE Subject Lead attends CPD training sessions with School Improvement Liverpool in order to keep up to date with changes in legislation and best practice in this area of the curriculum.

8) Managing Difficult Questions

If pupils ask questions related to topics which go beyond any sex education covered by our RSE curriculum, or which cover age-restricted content, staff will handle such questions with an emphasis on supporting the child. Staff should acknowledge the child's question, explain that their question won't be answered in this lesson but time will be given to address the question at another time. This may include asking a pupil to speak to their parents or a trusted adult or signposting to support services where needed.

'Ask it Baskets' may be used for pupils to put questions that they may not feel comfortable asking within the lesson. The class teacher will read through the questions in the ask it basket and address in a sensitive and timely manner.

Impact

Pupils at Windsor Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

Roles and Responsibilities

Headteacher and Governors

- To ensure that an up-to-date PSHE policy is in place;
- To ensure the PSHE policy is made available to parents and for inspection;
- To ensure the PSHE policy and curriculum are in line with the non statutory guidance in the 2014 National Curriculum;
- To ensure the policy and programme reflect the whole school approach;
- To ensure the policy has been reviewed and evaluated bi-annually;

PSHE Subject Leader

- To lead an annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the ages and needs of the learners;
- To lead the evaluation of the PSHE policy and programme
- To ensure that staff have the necessary skills, confidence, knowledge, support and resources to effectively deliver PSHE sessions;

Teachers

- To ensure they deliver PSHE lessons in line with the school's PSHE policy and other relevant school policies;
- To contribute to the evaluation of the PSHE programme;
- To assess learner progress against the agreed learning outcomes;
- To communicate with parents/carers when appropriate/necessary
- To follow whole school safeguarding procedures if a disclosure is made

during a PSHE lesson

Inclusion

Consideration is given to all the needs of the children including children with learning difficulties, children with physical difficulties, children who speak English as an Additional Language and children with social and emotional barriers. For gifted, talented and more able children, teachers will provide additional opportunities for these children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

As far as is appropriate, pupils with special educational needs should follow the same PSHE curriculum as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate external support will be sourced.

Equal Opportunities

Our aim is to give all pupils an equal opportunity of receiving high quality PSHE Education regardless of physical or mental ability, race, gender and social circumstances. The subject leader monitors curriculum materials for racial and gender stereotyping. When planning lessons, staff pay close attention to detail for example of the roles boys and girls carry out in role- play and ensure chosen books reflect our multicultural community.

Throughout the teaching of PSHE, explicit learning about discrimination and stereotyping takes place.

