

Menston Primary School



PERSONAL SOCIAL HEALTH & ECONOMIC EDUCATION (PSHE) POLICY

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Introduction

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), which became compulsory for all primary schools from September 2020.

Personal, social and health education promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

This policy should be read alongside Moorlands Learning Trust's Safeguarding and Child Protection Policy in line with Keeping Children Safe in Education (latest version). PSHE also supports the school in meeting its duties under the Equality Act 2010 by promoting respect, inclusion and equality for all.

PSHE plays a key role in safeguarding by equipping pupils with the knowledge and skills to recognise and respond to risks, including sexual harassment and sexual violence, child-on-child abuse, online exploitation and developing an understanding of consent through the Relationships Education curriculum. Relationships Education is a key component of PSHE and is delivered in line with statutory guidance, with explicit teaching of families, friendships, respectful relationships, online relationships and keeping safe.

Aims

At Menston Primary School we believe that PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed. We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- Develop spiritually, morally, socially and culturally
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues, including the dangers of drugs and alcohol
- Understand what makes for good relationships with others
- Understand and manage their emotions
- Value themselves and respect others
- Acknowledge and appreciate difference and diversity, reflecting the diversity of modern Britain, and promote respect for all protected characteristics in line with the Equality Act 2010, including families with same-sex parents
- Be independent and responsible members of the school and the local community
- Be positive and active members of a democratic society
- Develop an understanding of British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Safeguard the environment
- develop good relationships with other members of the school and the wider community.

The PSHE programme is delivered using resources and guidance from the PSHE Association and CORAM SCARF Education resources.

The PSHE programme will:

- Develop confidence and responsibility and make the most of children's' abilities
- Prepare them to play an active role as citizens
- Develop a healthier, safer lifestyle
- Develop good relationships and respect differences between people

Teaching and Learning Styles

At Menston Primary School a range of teaching and learning styles are adopted. We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We encourage pupils to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, enterprise events, the planning of special school events or involvement in helping other individuals who are less fortunate than themselves (such as collections for the Trussell Trust at Harvest time). Teachers organise classes in such a way that pupils are able to set agreed school, classroom and playtime rules for behaviour and resolve any conflicts. Staff offer pupils the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE Curriculum Planning, Design and Progression

At Menston Primary School we use a range of teaching and learning styles to deliver the PSHE curriculum. PSHE is taught by the class teacher as a discrete lesson every week, with additional opportunities to explore PSHE themes through cross-curricular links in subjects such as Science, RE and ICT where appropriate. Each year group follows specific objectives outlined in the whole school overview. However, we recognise that specific PSHE needs may arise throughout the year for particular children or cohorts, and we respond to these through targeted and responsive teaching. We also enhance provision by inviting specialist educators from CORAM SCARF to deliver RSE workshops to pupils in Years 4, 5 and 6 in the summer term.

The PSHE curriculum is designed as a spiral curriculum, drawing on resources from CORAM SCARF, the PSHE Association and other high-quality materials. This approach ensures that key themes are revisited and built upon over time, enabling pupils to deepen their knowledge, develop skills and strengthen their understanding as they progress through the school. Learning is carefully sequenced so that concepts are introduced in an age-appropriate way and revisited with increasing depth and complexity each year. This allows pupils to build on prior learning, make connections across different areas of PSHE and apply their understanding to new situations. Progression is mapped across all year groups to ensure full coverage of statutory Relationships Education and Health Education, alongside broader PSHE themes such as wellbeing, relationships, living in the wider world and personal safety.

Relationships Education

At Menston Primary School, Relationships Education is taught in accordance with the Department for Education statutory guidance. The curriculum is carefully planned and sequenced to ensure pupils develop knowledge and skills progressively.

The following key areas are covered:

Families and people who care for me

Pupils learn that families are important for children growing up because they can give love, security and stability. Children are taught that families can take different forms, including those with same-sex parents, and that all families should offer care and support.

Caring friendships

Pupils learn how to form and maintain positive friendships, including the importance of kindness, honesty, trust, respect and resolving conflict constructively.

Respectful relationships

Pupils learn about respect for others, including those with different backgrounds, beliefs and lifestyles. They develop an understanding of the importance of treating others with courtesy and consideration.

Online relationships

Pupils learn how relationships may be formed and maintained online and how to do this safely. They are taught to recognise risks, including inappropriate contact, and how to report concerns.

Being safe

Pupils learn how to recognise unsafe situations, including risks of abuse, and how to seek help. This includes developing an age-appropriate understanding of personal boundaries, consent, and the importance of speaking to a trusted adult.

PSHE and Citizenship enables children to practise specific skills in structured contexts and in their daily life including:

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in the setting of their targets for learning.
3. Encouraging children to recognise and respect differences between people.
4. The election of a school council in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

There are also wider opportunities for personal and social development at school. These include:

1. The development of each child's ability to work as part of different teams, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school to celebrate academic and personal achievements.
5. Gathering as a class, year group, phase or whole school for reflection time (collective worship).
6. Mindfulness time.
7. Promoting positive mental health awareness strategies.
8. Planning events which encourage the school to work together such as fund-raising and charity events and national/ international awareness events.

We seek to promote a healthy lifestyle and self-confidence for our community by:

1. The provision of a range of lunch time activities and after school clubs.
2. Providing opportunities in school for children to learn a musical instrument and take part in inter-school sporting events.
3. Promoting walking/ cycling/ scooting to school and providing Bikeability workshops.
4. Healthy eating promotions during the year and posters encouraging a healthy diet in the school hall.

We seek the involvement of the whole school community through: -

1. Encouraging parents/carers/ other family members to support whole school/ class/ year group events.
2. Newsletters/ messages sent to parents/carers.
3. The Friends of Menston Primary School group of parent volunteers.
4. Regular updates on the school website

Time Allocation

Each class teacher will aim to allocate a minimum of 30 minutes each week to discrete PSHE lessons. Aspects of PSHE will be woven throughout every aspect of the school day.

Assessment, Recording and Reporting

Assessment in PSHE at Menston Primary School is carried out in line with the CORAM SCARF programme and focuses on pupils' knowledge, understanding, skills and attitudes.

PSHE is not assessed in the same way as core subjects; instead, assessment is used to support pupils' personal development and to inform teaching.

Teachers use a range of strategies to assess learning, including:

- Ongoing formative assessment through discussion, questioning and observation
- Pupil self-assessment and reflection activities
- Use of SCARF assessment tools, including baseline and end-of-unit assessments
- Evidence gathered through class work, group activities and pupil voice

Assessment is used to:

- Identify pupils' starting points and measure progress over time
- Ensure that learning is responsive to the needs of individuals and groups
- Support pupils in developing confidence to reflect on their own learning and experiences

Teachers do not make formal summative judgements or levels in PSHE. Instead, they use professional judgement to monitor progress and inform future planning.

Information gathered through assessment is used by subject leaders and senior leaders to evaluate the effectiveness of the PSHE curriculum and identify areas for development. The impact of the PSHE curriculum is also evaluated through pupil voice, behaviour, attitudes and wellbeing across the school.

Health Education – Physical Health and Mental Wellbeing

The Department for Education has published statutory (from September 2020) guidance for Physical Health and Mental Wellbeing. This statutory guidance outlines the content of the curriculum and guidance on what children must learn by the end of year 6.

'The aim of teaching pupils about physical health and mental wellbeing is to give them 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 in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa'. (Department for Education – July 2019)

Our PSHE curriculum aligns with the DfE statutory guidance for Physical Health and Mental Wellbeing, as well as the statutory guidance for Relationships Education. We keep our curriculum under review so that we can make any adaptations in light of statutory (and non-statutory) guidance.

The key themes in the statutory guidance, along with the guidance on what children should know by the end of Year 6 are:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online.
- to recognise and critically evaluate online content, including misinformation and content generated by artificial intelligence, and understand how this may influence thoughts, feelings and behaviour

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating

Guidance from the Department for Education:

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and substance misuse

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

The Broader Curriculum

Whilst some aspects of the guidance can be taught within the PSHE curriculum, there are many aspects which will also be relevant within the broader curriculum. Opportunities for embedding key aspects of mental health and physical wellbeing within the wider curriculum include: helping children to make healthy food choices, teaching them how to cook healthy meals, encouraging them to be physically active at break times, helping them to identify why they might feel a certain way and regularly planning and delivering lessons outdoors.

We understand that the promotion of positive emotional health and wellbeing helps children to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn. This is done through carefully planned PSHE lessons, Circle Time and by fostering an environment where children have supportive relationships with each other and with adults in school, including having access to various trusted people they feel able to talk to privately if they need to.

We understand that healthy eating contributes significantly to healthy outcomes for children in terms of their physical, dental and mental health. Children should have the confidence, skills, knowledge and understanding to make healthy food choices.

Children in FS/Key Stage 1 are provided with fruit daily (Government free fruit scheme) and it is the responsibility of the class teacher to ensure all children have access to this fruit every day. We strongly encourage families to send fresh fruit or vegetables for children in Key Stage 2 to have at morning break time. We only permit fresh fruit or vegetables for morning snack.

Our school has a team of kitchen staff who prepare freshly cooked meals using healthy ingredients. The kitchen staff are happy to liaise with families around children's food allergies/ intolerances. Children are provided with fresh drinking water every lunch time in the lunch hall.

Every child should bring in their own water bottle every day in addition to their lunch time drink. They have access to this in their classroom.

We encourage parents/carers to consider healthy options when packing lunches for their children. We do not permit fizzy drinks and sweets in lunch boxes (this rule also applies to children when on school trips) and we would encourage parents to consider whether chocolate bars/ crisps should be included in packed lunches every day or whether these items should be an occasional treat.

We operate a nut free school, to help safeguard our children with serious nut allergies.

Our school Parental Involvement Worker (PIW) works closely with families who may need extra support in providing healthy meals.

When rewarding children, we generally try to find appropriate ways that are either non-food related or involve healthy food. Children are taught that there are times when treats are appropriate, especially during times of celebration. There may be some occasions where children receive less healthy treats at school and food allergies/ intolerances will always be taken into account.

We understand that physical activity contributes significantly to physical and mental health. We educate our children to understand how physical activity can help them to be healthier and how physical activity can improve and be a part of their everyday life.

Children are provided with a range of opportunities to be physically active. We offer after school physical clubs and we participate in the local sports leagues coordinated via Ilkley Grammar School. Our children take part in the Daily Mile and have a range of activities on offer in the playgrounds at break times.

We make the most of our wonderful grounds by planning outdoor learning opportunities within the broader curriculum including special outdoor days and opportunities to learn outside the classroom across a range of different subjects.

Children are taught how to stay safe through PSHE lessons, assemblies, specialist workshops and presentations. Our teaching in PSHE and in the computing curriculum also includes all aspects of safeguarding including E-safety and staying safe online. The children will also be taught about what to do if they are worried and who to talk to in school if they feel unhappy or are worried or anxious.

Menstruation

Guidance from the Department for Education states that the onset of menstruation can be confusing or even alarming for pupils if they are not prepared. Pupils should be taught key facts about the menstrual cycle, including what an average period is, the range of menstrual products, and the implications for emotional and physical health. In addition to curriculum content, schools should make adequate and sensitive arrangements to help pupils prepare for and manage menstruation, including requests for menstrual products. Schools should consider the needs of their cohort when designing this content.

At Menston Primary School we invite educators from CORAM Education in to deliver lessons on puberty, including menstruation, to our pupils in Year 4. Menstruation is also taught within Relationships Education sessions in Years 5 and 6. We offer an after-school parent information session prior to these lessons being delivered. We provide period products free of charge.

Roles

Staff

It is the responsibility of the staff to follow schemes of work in place in school, and to support the aims of the school.

Staff are responsible for:

- Delivering the PSHE curriculum in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to PSHE, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Ensuring that the wider curriculum reinforces PSHE objectives and the statutory guidance on Physical Health and mental Wellbeing
- Supporting safeguarding through the PSHE curriculum, including teaching pupils about risks such as sexual harassment and sexual violence, child-on-child abuse, online exploitation and developing an age-appropriate understanding of consent

The Headteacher

The Head teacher is responsible for ensuring that PSHE is taught consistently and effectively across the school in line with this policy.

The Governing Board

The governing board will hold the Head teacher to account for the implementation of this policy.

Pupils

- Pupils are expected to engage fully in PSHE lessons and treat others with respect and sensitivity, as we expect all the time in school.

Parents/Carers

It is the role of the parents/carers to support the school in its efforts to promote healthy living, healthy relationships and healthy choices to our children. Our Parent Involvement Worker can signpost families to advice and support from other agencies as needed.

Parental Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the PSHE curriculum. However, in line with statutory guidance, parents/carers cannot withdraw their child from Relationships Education or Health Education, which are compulsory in all primary schools.

At Menston Primary School, any non-statutory sex education is delivered in an age-appropriate way through CORAM SCARF educator-led workshops. Parents/carers will be informed in advance of this teaching, as well as being invited into a parent information workshop which explains the content of the sessions.

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will discuss the request with parents/carers and explain the nature and purpose of the curriculum content. The school will respect parents' rights while ensuring that children receive appropriate safeguarding education.

Monitoring

Monitoring will allow the leadership team to gain an overview of the teaching and learning taking place throughout the school. This information will be used to review the progress made against the PSHE objectives and will also support the self-evaluation process identifying areas of strength as well as those for development.

This policy will be reviewed and updated by the Senior Leadership Team annually.