

Chalk Ridge Primary School



Last reviewed April 2026. Next review April 2028

Headteacher: Miss Sue Jackson

This is a school policy using guidance from the PSHE Association

Personal, Social, Health and Economic Policy

PSHE at Chalk Ridge

Personal, Social, Health and Economic Education underpins life at Chalk Ridge Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

In order to enhance our PSHE lessons we follow Kitemarked sessions outlined through external provider 1decision:

Focused on prevention not cure

Our dedicated team at 1decision are working hard to provide life changing resources for children, which are focused on prevention not cure. Our program is currently available for students in years 1 to 6 and will be soon available for nursery and reception.

The 1decision resources have been produced for the media generation and includes interactive content suitable for all learning styles. Over the past eight years each module has been created by PSHE and Safeguarding experts together with schools, and most importantly children, and we can proudly say we are providing resources to schools in 42 counties.

The PSHE Association awarded the 1decision modules for ages 5-8 the PSHE Quality Mark in January 2016. The new 8-11 modules received the PSHE Quality Mark in June 2019.

**PREVENTION
NOT CURE**



More information can be found at: <https://www.1decision.co.uk/about>

Our Intent

To create articulate and thoughtful children who will become responsible, respectful adults of the world. Children will consider themselves important citizens within the school community.

We are committed to improving pupil voice in Chalk Ridge Primary School and our aim is for all children will be able to identify and articulate their emotions and have strategies to manage them.

Our school is one where everyone is encouraged and supported to achieve their personal best.

Chalk Ridge is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

Our pupils and staff treat each other respectfully, fairly and with kindness.

At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.

Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.

The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.

Our environment is safe and clean with everyone sharing responsibility for it.

Our culture is one of continuous improvement, creativity and enthusiasm.

PSHE reinforces the school intent by:

- Creating a thriving and purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families, school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

- They should be safe, secure and happy in school.

- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- Children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multicultural society.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Engaging Parents and Carers

The school recognises that parents and carers are the primary educators of their children and play a vital role in supporting PSHE learning. We are committed to maintaining open communication and ensuring that families understand the aims and content of the PSHE curriculum.

To support this partnership, the school will:

- **Provide curriculum information** to parents through the school website, newsletters, curriculum overviews and information evenings.
- **Inform parents in advance** of lessons covering sensitive topics, including Relationships, Sex and Health Education (RSHE).
- **Offer opportunities for dialogue**, allowing parents to ask questions, discuss concerns and understand how topics are taught in an age-appropriate way.
- **Provide guidance and resources** to help parents continue conversations at home.
- **Respect parental rights**, including the right to request withdrawal from sex education elements outside the statutory curriculum, in line with national guidance.
- **Seek feedback** from parents through surveys, meetings or consultation when reviewing the PSHE programme.

The school aims to foster a transparent and collaborative relationship with parents so that pupils receive consistent messages about wellbeing, relationships, safety and personal responsibility.

Sequencing the PSHE Curriculum

The PSHE curriculum is designed as a **progressive learning journey**, where knowledge and skills build logically from year to year. Content is carefully structured so that pupils revisit key themes at increasing levels of complexity as they mature.

The curriculum is sequenced according to the following principles:

Age-Appropriate Progression

Learning is planned so that pupils encounter concepts at a stage that reflects their developmental needs. Early learning focuses on fundamental skills such as recognising feelings, building friendships and understanding personal safety, while later learning explores more complex topics such as healthy relationships, consent, financial responsibility and mental wellbeing.

Spiral Curriculum Approach

Key themes are revisited throughout a pupil's time at school. Each revisit deepens understanding and introduces new perspectives. Core themes include:

- Health and wellbeing
- Relationships
- Living in the wider world

This spiral approach enables pupils to reinforce prior knowledge while developing new skills and understanding.

Building Knowledge and Skills

Lessons are sequenced so that pupils first **develop knowledge**, then **apply understanding**, and finally **practise decision-making and critical thinking skills**. For example, pupils may learn about emotions before exploring strategies for managing them, and later apply these strategies in discussions about conflict resolution or peer pressure.

Consistency Across Year Groups

Teachers use agreed long-term and medium-term planning to ensure that lessons across year groups follow a coherent progression. This prevents unnecessary repetition while ensuring that essential concepts are revisited and strengthened.

Responsive Teaching

While lessons follow a planned sequence, teachers may adapt teaching to respond to pupils' needs, current events or safeguarding considerations. Any adaptations will remain consistent with the overall curriculum progression.

Key roles and responsibilities:

The governing board is responsible for:

The governing body has overall responsibility for approving and the implementation of the school's PSHE Policy.

The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The Senior Leadership Team is responsible for:

The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Senior Leadership Team will be responsible for the day-to-day implementation and management of the PSHE Policy.

The PSHE Coordinator is responsible for:

The PSHE Coordinator is responsible for reviewing the PSHE Policy annually.

The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

The PSHE Co-ordinator is responsible for curriculum reviews and planning audits, lesson observations and pupil voice.

The PSHE Co-ordinator will gain feedback from parents and staff.

The PSHE Co-ordinator will evaluate pupil outcomes and wellbeing indicators.

The school will inform and consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to request, to withdraw their children from sex education (but not relationships or health education).

The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

Teaching and Learning:

All children will be explicitly taught PSHE through weekly timetabled sessions at a time convenient to their class. These can be found on your child's class timetable. However, we believe that PSHE feeds into many aspects of our daily lives and so there will be other opportunities for development and understanding in this subject through a combination of real-life experience as well as cross curricular activities.

The PSHE programme of study will cover the following topics:

Year 1 PSHE Overview

Autumn Term	Module: Feelings and Emotions Topic: Baseline Assessment and Jealousy	Module: Fire Safety Topic: Enya and Deedee at the fire station	Module: Keeping/ Staying Safe Topic: Baseline Assessment and Road Safety
Spring Term	Module: Keeping/ Staying Healthy Topic: Baseline Assessment and Washing Hands	Module: Computer Safety Topic: Baseline Assessment and Online Bullying	Module: Our World Topic: Baseline Assessment and Growing in Our world
Summer Term	Module: Hazard Watch Topic: Is it safe to Eat/Drink?	Module: Relationships Topic: Baseline Assessment and Friendships	Module: Being Responsible Topic: Baseline Assessment and Water Spillage

Year 2 PSHE Overview

Autumn Term	Module: Feelings and Emotions Topic: Worry and Anger	Module: Fire Safety Topic: Hoax Calling	Module: Keeping/Staying Safe Topic: Tying Shoelaces
Spring Term	Module: Keeping/ Staying Healthy Topic: Healthy Eating/ Brushing Teeth	Module: Computer Safety Topic: Image Sharing and Computer Safety Documentary	Module: Our World Topic: Living in Our World/ Working in Our World
Summer Term	Module: Hazard Watch Topic: Is it safe to play with?	Module: Relationships Topic: Bullying and Body Language	Module: Being Responsible Topic: Practice Makes Perfect and Helping someone in Need

Year 3 PSHE Overview

Autumn Term	Module: Feelings and Emotions Topic: Grief and Summative Assessment	Module: Fire Safety Topic: Petty Arson and Texting Whilst Driving	Module: Keeping/ Staying Safe Topic: Staying Safe/ Leaning out of Windows/ Summative Assessment
Spring Term	Module: Keeping/Staying Healthy Topic: Medicine and Summative Assessment	Module: Computer Safety Topic: Making Friends Online and Summative Assessment	Module: Our World Topic: Looking After Our World and Summative Assessment
Summer Term	Module: Hazard Watch Topic: Hazards in my Environment	Module: Relationships Topic: Touch and Summative Assessment	Module: Being Responsible Topic: Stealing and Summative Assessment

Year 4 PSHE Overview

Autumn Term	Module: Feelings and Emotions Topic: Baseline Assessment and Jealousy	Module: First Aid Topic: Baseline Assessment and First Aid Year 4 Asthma, Choking Anaphylaxis	Module: Keeping/ Staying Safe Topic: Baseline Assessment and Cycle Safety
Spring Term	Module: Keeping/ Staying Healthy Topic: Baseline Assessment and Healthy Living	Module: Computer Safety Topic: Baseline Assessment and Online Bullying	Module: The Working World Topic: Baseline Assessment and Chores at Home
Summer Term	Module: A World Without Judgement Topic: Baseline Assessment and Breaking Down Barriers	Module: Growing and Changing Topic: Baseline Assessment and Appropriate Touch	Module: Being Responsible Topic: Baseline Assessment and Coming Home on Time

Year 5 PSHE Overview

Autumn Term	Module: Feelings and Emotions Topic: Anger and Adult's and Children's views	Module: First Aid Topic: First Aid Year 5 and CPR	Module: Keeping/ Staying Safe Topic: Peer Pressure and Children's and Adult's Views
Spring Term	Module: Keeping/ Staying Healthy Topic: Smoking and Adult's and Children's Views	Module: Computer Safety Topic: Image Sharing and Adult and Children's Views	Module: The Working World Topic: Enterprise and Adult and Children's Views
Summer Term	Module: A World Without Judgment Topic: Inclusion, Acceptance and Adult and Children's Views	Module: Growing and Changing Topic: Puberty and Adult and Children's Views (RSE Session Included)	Module: Being Responsible Topic: Looking Out for Others and Adult and Children's Views

Year 6 PSHE Overview

Autumn Term	Module: Feelings and Emotions Topic: Worry and Summative Assessment	Module: First Aid Topic: First Aid Year 6 (1 and 2) Calls to Emergency Service	Module: Keeping/ Staying Safe Topic: Water Safety and Summative Assessment
Spring Term	Module: Keeping/ Staying Healthy Topic: Alcohol and Summative Assessment	Module: Computer Safety Topic: Making Friends Online and Summative Assessment	Module: The Working World Topic: In-App Purchases and Summative Assessment
Summer Term	Module: A World Without Judgement Topic: British Values and Summative Assessment	Module: Growing and Changing Topic: Conception and Summative Assessment (RSE Session Included)	Module: Being Responsible Topic: Stealing and Summative Assessment

All year groups will learn about **change and loss, including bereavement**, as part of the PSHE curriculum. Pupils will develop an understanding that experiences of loss can lead to a wide range of feelings, and that these emotions may change over time. Teaching will emphasise that everyone experiences and expresses grief differently, and that there is no single 'correct' way to feel when someone experiences loss. Learning will be delivered in an age-appropriate and sensitive manner to support pupils' emotional understanding and wellbeing.

We include the statutory Relationships and Health Education within our PSHE approach. For more information on the content for this please see our separate RSE Policy.

Arrangements for Monitoring and Evaluation

The PSHE Leader will be responsible for monitoring and evaluating the PSHE curriculum. A formalised evaluation exercise will be completed by staff every two years. There are several evaluation activities written into the 1Decision schemes of work at the end of each topic.

Staff will complete evaluation sheets on the programme at the end of each academic year for the purpose of monitoring PSHE by the coordinator.

Links with Other Policies

This policy should be read in conjunction with the PSHE policy, Health and Safety Policy, Safeguarding/Child Protection policy (Inc. responding to disclosures), Confidentiality policy, Anti-bullying policy, Equality, diversity and inclusion policy and the DfE 'Keeping Children Safe in Education' (2023)

Dissemination

All new staff can access this policy via the school network upon induction. The policy is easily accessible to all staff. The policy can also be found on the school website. Pupils learn about the policy through discussions with teachers and assemblies.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Useful resources/Appendix

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use a model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

We can check that this is working by:

- Governor visits to school
- Discussions with Year 5 and 6 children about their PSHE and RSE work
- Curriculum review sessions at staff meetings
- Subject leadership monitoring