

PERSONAL, SOCIAL, HEALTH & ECONOMIC POLICY TO INCLUDE THE CHELSEA NURSERY

Date Reviewed: April 2026
Next Review: September 2026
Reviewed by: Headteacher

This policy is inclusive of all pupils in Cameron Vale School including those in the Early Years Foundation Stage in Reception and those children attending The Chelsea Nursery.

Definition, Aims and Ethos

At Cameron Vale School and The Chelsea Nursery, Personal, Social, Health and Economic (PSHE) education is a central part of our broad and balanced curriculum and whole-school ethos. It supports pupils' Spiritual, Moral, Social and Cultural (SMSC) development and promotes British Values.

PSHE education enables children to become healthy, independent and responsible members of society. It supports them in understanding how they are developing personally and socially, and helps them to manage the moral, social and cultural challenges of growing up.

Our PSHE programme aims to enable pupils to:

- develop confidence, resilience and self-esteem
- understand how to keep physically and mentally healthy
- build positive, respectful relationships
- understand rights, responsibilities and diversity
- become active, responsible citizens
- prepare for the opportunities, responsibilities and experiences of later life

Our approach is underpinned by our school values:

Be courageous, be curious, be collaborative, be creative, be a critical thinker.

Curriculum and Planning

Our PSHE curriculum is:

- aligned with the National Curriculum (2014)
- informed by the PSHE Association Programme of Study
- compliant with statutory Relationships and Health Education guidance

We use a spiral curriculum, ensuring that key themes are revisited and developed progressively across year groups.

PSHE is taught through:

- discrete weekly lessons
- assemblies and enrichment activities
- cross-curricular links (e.g. RE, computing, humanities)
- whole-school initiatives (e.g. wellbeing, online safety, cultural awareness)

The curriculum includes:

- relationships and health education
- safeguarding, including online safety
- mental health and wellbeing
- financial education
- citizenship and British Values

Our long-term PSHE curriculum overview, outlining content across all year groups, can be found in Appendix 1.

Curriculum Adaptations and Subject Integration

Whilst our PSHE curriculum follows a structured long-term overview, some content is adapted to ensure it is delivered in the most appropriate context and in line with pupils' developmental stages. In Year 4, certain elements of the *Growing and Changing* unit are not taught within that year and are instead revisited and delivered later in Key Stage 2 when pupils are more developmentally ready. In Year 6, aspects of human reproduction and birth are not taught within PSHE lessons, as this statutory content is delivered through the Science curriculum. Additionally, drugs education in Year 6 is supported and delivered through external providers to ensure pupils receive accurate, specialist and up-to-date information.

Teaching and Learning

We use a range of teaching approaches to promote active learning, including:

- discussion and debate
- collaborative group work
- problem-solving activities
- real-life scenarios

We create a safe and supportive learning environment where:

- pupils feel confident to share ideas
- respectful discussion is encouraged
- sensitive topics are handled appropriately

Teachers ensure that all content is accurate, age-appropriate and inclusive.

Inclusion

We teach PSHE to all pupils, regardless of their ability or background. Teaching is adapted to meet the needs of all learners, including those with SEND.

We promote equality and respect for all, in line with the Equality Act 2010, ensuring pupils understand diversity in terms of:

- culture
- religion
- gender
- ability
- family structures

Early Years Foundation Stage

In EYFS, PSHE is taught through the Personal, Social and Emotional Development (PSED) area of learning.

Children develop skills in:

- self-confidence
- managing feelings
- building relationships
- understanding the world

Learning is embedded through play, routines and structured activities.

Assessment

Assessment in PSHE is ongoing and formative. It includes:

- teacher observation
- pupil discussion
- group work and recorded outcomes

PSHE is not formally tested. Assessment is used to inform planning and ensure progression.

Parental Engagement

We recognise the importance of working in partnership with parents and carers.

We:

- share curriculum overviews each term
- provide opportunities for discussion with teachers
- ensure transparency of curriculum content

Parents are encouraged to support learning at home and engage with the school regarding PSHE provision.

Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Relationships and Health Education (RHE) Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy

PSHE is embedded across all aspects of school life.

Leadership and Monitoring

The PSHE subject leader is responsible for:

- leading and developing the subject
- supporting staff
- monitoring teaching and learning
- reviewing curriculum effectiveness

The Headteacher and leadership team oversee the implementation and impact of PSHE.

Review

This policy will be reviewed annually to ensure it remains up to date with statutory guidance and continues to meet the needs of pupils.

This policy will also be reviewed in line with any changes to government guidance, including those expected from September 2026.

Appendix 1: PSHE Curriculum Overview

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty *	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition *	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media *

*In Year 4, some elements of 'Growing and Changing' are not taught and are instead covered later in Key Stage 2.

*In Year 6, human reproduction and birth are not taught within PSHE lessons, as this content is delivered through the Science curriculum.

*Drugs education in Year 6 is delivered through external providers.

Name of Policy PSHE Policy (To include The Chelsea Nursery)	Policy Reviewed/amended date April 2026 V1
Current version v1	Date of next review Sept 2026
Policy Lead Headteacher	