



**Sutton CE (VC) Primary School**

**Personal, Social, Health Education (PSHE)  
Policy (inc Thrive)**



**December 2025**



## 1 Context

This policy supports a whole school approach to PSHE and Citizenship (PSHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

### 1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health Education (PSHE) curriculum.

### 1.2 Wider Context

Our approach to the teaching of PSHE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

#### 1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE is a significant part of our response to these duties. In addition, we are a Thrive school which helps us identify what aspects of the social and emotional/ PSHE curriculum we need to focus on for each class. We use this to adapt how and what we teach to best meet the needs that are indicated.

#### 1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

#### 1.2.4 Healthy Schools

*We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:*

- *Leadership, organisation and management and the management of change*
- *Inclusive policy development*
- *The school ethos, culture, environment, SMSC development, and positive relationships throughout the school*
- *Learning and teaching, curriculum planning and resourcing*
- *Giving children a voice*
- *Provision of and signposting to support services for children*
- *Staff health and wellbeing and their continuing professional development (CPD)*
- *Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing*
- *Assessing, recording, monitoring and celebrating outcomes.*

### 1.3 Our beliefs about PSHE

We believe that PSHE and Thrive has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our STRIVE values and to achieving our school's aims.

PSHE and Thrive helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

#### 1.4 Defining PSHE

We use 'Personal, Social, Health Education' (PSHE) and Thrive as umbrella terms for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHE provision will be accessed through the planned, taught curriculum. Our PSHE curriculum is supported by whole school enrichment activities, examples of this can be seen in our school's THRIVE approach and themed weeks e.g. Antbullying, Children's Mental Health Awareness Week.

Many aspects of our PSHE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHE programme.

#### 1.5 Intent of our PSHE Curriculum

Our aims for PSHE are:

- *To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships*
- *To support the development of resilience, self-esteem, self-efficacy and aspiration*
- *To offer accurate and relevant knowledge to support decisions about personal wellbeing and health*
- *To explore the relevance of knowledge for personal situations and decision making*
- *To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- *To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.*

## 2. Implementing Policy

### 2.1 School Aims and Values

This PSHE policy is set within the wider context of the school's vision. Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10).

The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.

Safety is aimed for as:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide sufficient information and support to enable our pupils to make safer choices.*

Togetherness, Respect, Valued and Integrity is aimed for:

- *We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.*

- *We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.*
- *We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.*
- *We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.*

We aim to ensure our children feel valued and demonstrate excellence as:

- *We prepare our pupils to engage with the challenges of adult life confidently.*
- *We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.*

## 2.2 Aims of our PSHE Policy

The aim of our PSHE Policy is to ensure quality and consistency in our approach to all aspects of PSHE and Thrive in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- *explain the central role PSHE and Thrive plays in the life of the school and in children's learning, within the context of national and local guidance*
- *provide guidance to members of staff in all roles about their responsibilities in relation to PSHE*
- *ensure that the entire school community understands the role of PSHE and Thrive in the ethos of the school*
- *ensure a consistent approach to planning and delivering PSHE*
- *ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning*
- *ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum*
- *promote partnership work with parents/carers to support children's learning and development in PSHE, Thrive, health and wellbeing*
- *enable the assessment of children's learning in line with local and national guidance*
- *ensure continuing development as a healthy school*
- *provide guidance about the criteria for selecting and using high quality resources*
- *provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHE*
- *support the PSHE coordinator in monitoring, reviewing and developing practice.*

## 2.3 Related Policies

This policy acts as an overarching policy for theme-specific policies and guidance in the following areas: *Anti-bullying, RSE, Drug Education, PE Policy and Healthy Eating*. These policies include more detailed explanation of how these themes will be delivered.

It is also linked to and is delivered in the context of the following policies: *Relationships and Sex Education, Positive Behaviour, Safeguarding, Anti-bullying, SEN/Inclusion, Equality Objectives, Health and Safety, Computing (including E-safety & Acceptable Use policy)*.

## 2.4 Implementing Our PSHE Curriculum

Our PSHE (which is also covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

**Myself and My Relationships:** including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

**Healthy and Safer Lifestyles:** including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

**Citizenship:** including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

**Economic Wellbeing:** including Financial Capability.

## 2.5 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

## 2.6 Confidentiality and Safeguarding

The delivery of high quality PSHE and Thrive supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE and Thrive will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Peaceful Places in every classroom, Ground Rules specific to PSHE and availability of Sea-Turtles Classroom when required. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

*All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.*

## 3. Involving the Whole School Community

### 3.1 Working with Staff

Within the context of the School Improvement Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches

used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHE, Thrive and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff.

Staff members are informed about the location and content of policies that apply throughout the school.

The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHE and Thrive, which may include ensuring appropriate training opportunities.

### 3.2 Engaging with Pupils

If PSHE and Thrive is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHE and Thrive in classrooms in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise Champions of Change, Friendship Ambassadors and whole school Collective Worship to engage with children on key areas of whole school development.

### 3.3 Working with Governors

We have a named link governor for PSHE who works closely with and in support of the coordinator.

When aspects of PSHE appear in whole School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

### 3.4 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering PSHE and Thrive. We encourage this partnership by:

- informing parents/carers by Dojo and on the website of forthcoming PSHE topics and their content
- informing parents/carers about aspects of the PSHE curriculum and Thrive through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information about parent/carers' roles in PSHE and Thrive and how they can develop protective factors with their children
- including out of school learning within our curriculum for PSHE, and encouraging children to share at home their learning about all aspects of PSHE and Thrive
- inviting parents/carers to discuss their views and concerns about PSHE and Thrive on an informal basis.

Parents and carers will be given access to this policy on request. It is also available on the school website.

### 3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. harvest festival)
- charity fundraising (e.g. links with the local food bank, supporting events such as Children in Need)
- school clubs (e.g. competing in local school sports events)
- invitation lunches (e.g. parent/carer lunch)
- links with local services (e.g. visits from the Police Community Support Officer, links with the local surgery)
- community use of school premises

## 4. Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skillfully in real life situations.'

We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHE
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, Walk to School week, Safer Internet Day, Mental Health Week
- visitors, e.g. dental nurse,
- residential and day visits, e.g. Year 6 residential
- Collective worship centred round our school's vision and values
- small group interventions, e.g. social skills groups, ELSA

We recognise that PSHE is best taught by adults who know our children well. PSHE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

### 4.1 Teaching Methodologies

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHE curriculum. The focus is on interactive learning, and approaches include: *Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, mindmapping, drama and role play, use of puppets, use of story and picture books and use of technology*. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHE will also be employed in other areas of the curriculum, particularly through Thrive and to further develop communication, group work and debating skills.

We provide further guidance on these and other approaches in the Teaching Guidance documents from the Primary Personal Development Programme. This is available to staff in the staff share drive.

Staff new to teaching PSHE will be supported to build their knowledge of different methodologies and strategies. They will also have an opportunity to understand the school's Thrive approach.

## **Ground Rules**

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

## **Answering Questions**

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Worry Monster' or 'Question box', where questions may be asked anonymously or named.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHE such as RSE can be found in the specific policies for that area.

## **4.2 Curriculum Materials and Resources**

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE.

We will avoid a 'resource-led' approach to delivering PSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them.

When PSHE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

The key texts we use are listed within the Cambridgeshire PDP Units of Work.

## **4.3 Assessment, Recording, Reporting**

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

Thrive assessments are also carried out. This involves school staff assessing the positive display of important emotional and social skills from individual children and then determining the frequency and confidence of the skills being exhibited. Teachers complete a termly Thrive assessment for their class, which produces a class action plan. The Wellbeing Team allocate support and complete individual assessments for children identified for targeted Thrive support.

We will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

We record children's work in PSHE in a class scrap book with photos and children's reflections. At the end of each unit, teachers update Pupil Asset with whether the child is at age related, below or at greater depth – using the assessment descriptions provided for each unit. Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the

expected level, working towards or working at greater depth. Each unit of work includes a sheet for monitoring coverage of the content, which is used to track children's learning and coverage. These sheets may be requested from staff by the PSHE leader, on occasion, to gain an overview of coverage.

We will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We report to parents/carers at the end of the school year on children's learning and progress within PSHE.

## 5. Monitoring the Impact

### 5.1 The Process for Development and Review

This policy has been drawn up in consultation with all staff, parents/carers, children, and governors

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHE in line with statutory requirements and the Cambridgeshire Personal Development Programme.
- There are clearly identified learning objectives for all PSHE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Our website reflects our provision in PSHE.
- Thrive impact is reviewed by the Thrive Practitioner.

The PSHE leader/HeadTeacher is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

### 5.2 Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website/in the staff share drive.

## 6 Appendices

6.1 Our School Long Term Plan for PSHE over page.

**PSHE 2025 - 2026 PSHE Overview – Year B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Beginning and Belonging	Identities and Diversity	Healthy lifestyles	My Body and Growing up	Keeping safe inc drug education	Managing Change
Year 1 and 2	Rights, rules and responsibilities	Diversity and communities	Personal safety SRE	Personal safety SRE	Managing risks and safety contexts and digital lifestyles	Managing Change
Year 3/4 Year 4/5	Rights, rules and responsibilities	Diversity and communities	Personal safety	SRE	Managing risks and safety contexts and digital lifestyles	Managing Change
Year 5 and 6	Rights, rules and responsibilities	Diversity and communities	Personal safety	SRE	Managing risks and safety contexts and digital lifestyles	Managing Change

**PSHE 2024- 2025 PSHE Overview – Year A**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Beginning and Belonging	Family and friends inc antibullying	My Emotions	My Body and Growing up	Keeping safe inc drug education	Healthy Lifestyles and digital lifestyles
Year 1 and 2	Beginning and Belonging	Antibullying	My Emotions	SRE	Drug Education	Healthy Lifestyles and digital lifestyles
Year 3/4 Year 4/5	Beginning and Belonging	Antibullying	My Emotions	SRE	Drug Education	Healthy Lifestyles and digital lifestyles
Year 5 and 6	Beginning and Belonging	Antibullying	My emotions	SRE	Drug Education	Healthy Lifestyles and digital lifestyles