



Chase Side Primary School

Personal, Social, Health and Economic Education (PSHE) Policy

**Related Policies: Sex and Relationships Education Policy,
Behaviour Policy, Substance Misuse and Drugs Education Policy.**

**ADOPTED BY THE GOVERNORS OF CHASE SIDE PRIMARY
SCHOOL ON THE 6TH MARCH 2025**

TO BE REVIEWED MARCH 2027

As for all policies we undertake within our school, all aspects of the PSHE Policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

Aims and Objectives

At Chase Side Primary School Primary School, Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, secure, independent and responsible members of society. Our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council, sports council and eco council. We provide opportunities for pupils to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The pupils learn how to deal with choices and risks, and to meet the challenges that life may present, including the use of social media and the internet. They learn to appreciate what it means to be a positive member of a diverse multicultural school and wider society. It helps them to identify their values and work to live up to them.

Teaching and Learning Styles

We allocate weekly lessons for each year group to PSHE. We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising (Children in Need, Happy School Bag, Comic Relief and Harvest Festival food bank collections), the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour. Children have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from the local church and food bank, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take on different roles of responsibility during their school life. On a regular basis children participate in Circle Time activities to give opportunity for the class to discuss and share experiences in a safe atmosphere of trust and confidentiality.

PSHE Curriculum Planning

We teach PSHE in a variety of ways. Some of the objectives are covered in dedicated PSHE times following the PSHE Association. Many of the objectives are covered through other areas of the school's curriculum e.g. RE, Assemblies, Science, Computing and the 'hidden curriculum'; attitudes and expectations of behaviour promoted by adults in the school.

We also develop PSHE through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters, Key Stage One visit places of worship and each year group participates in a range of visits and school trips. We offer a 5 day residential trip to Shropshire in Year 6, where there is a particular focus on developing pupils self esteem and giving them opportunities to develop leadership and co-operation skills. In Year 5, pupils camp for 2 nights in Hertfordshire, here they participate in team building activities and explore the countryside. In Years 3 and 4 we have Summer sleepovers and camp outs, where pupils play team sports, socialise and learn new skills. For many pupils this opportunity is the first where they have stayed away from carers and/or parents in their lives.

Each class from Year 1 upwards has "bubble time" available to their pupils. This involves children being able to move their name bubble and have some 1-1 time with their teacher to discuss concerns or worries that they may have regarding friendships or issues at home. We also provide a counselling service "Place2Be" whereby children can be referred in liaison with parents/carers or "Place2Talk" which is a drop in service usually during lunch times.

The Zones of Regulation

The Zones of Regulation curriculum is used to support children in understanding and managing their emotions. This approach uses four colours—blue, green, yellow, and red—to help students identify and categorise their feelings. For example, the blue zone represents low energy emotions like sadness or tiredness, while the green zone reflects a calm and focused state. The yellow zone signals heightened emotions like frustration or excitement, and the red zone represents intense emotions such as anger or fear. By helping children recognise which zone they are in, we aim to foster self-awareness, teach coping strategies, and develop their ability to regulate sensory needs and thinking patterns. This curriculum also promotes emotional literacy, equipping students with lifelong skills for self-regulation and empathy.

Foundation Stage

We teach PSHE in the Foundation Stage as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. We also support Citizenship Education in the Foundation stage through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

Provision Made for Children with Particular Needs

All pupils, regardless of their needs must be part of PSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children.

Equality and Diversity

At Chase Side Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010. We promote the needs and interests

of all pupils, irrespective of gender, culture, ability, sexuality (LGBT) or personal circumstance (Equality Act 2010). Discrimination is challenged whenever it arises, whether it is on the grounds of race, gender, class, disability or religion. There is a need to examine all our practices to ensure that they promote equality of opportunity as it is not always apparent that discrimination is present.

Working with Parents and Families

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community. Effective methods for parents to communicate with the school are through the parents' evenings, the school website, newsletters and an open-door policy. Parents are consulted about their views of the school using questionnaires and informal conversations before and after school. There are regular events for parents and families to attend such as Macmillan coffee mornings, School fairs, Maths workshops (Ocean Maths) and Reading Cafes. Also, the school provides a wide range of after-school clubs. School visits are conducted for children entering school in September.

Healthy Schools Award

We have Healthy schools status and maintain our Silver status (2020). We are a school who are committed to promoting healthy lifestyles. Our school canteen provides fresh, healthy food. We encourage children to bring healthy items in their packed lunches. We provide a huge range of sporting opportunities in addition to our PE curriculum through lunchtime and extra curricular clubs and activities. Our children's kitchen is used regularly for cooking clubs and for classes to use during curriculum time.

Resources and Planning

Explicit PSHE lessons are planned through the PSHE learning intentions and strands as outlined in the PSHE association programmes of study and Enfield plans. Teachers have access to a range of Circle time resources and ideas. We use the Christopher Winter materials for RSE and Drugs and Alcohol education, as well as plans and activities provided by 'The Children's Health Project'. PSHE written work and teacher observations are recorded in 'Theme' books. Links to resources available on line are updated as needed (eg. Anti-bullying Alliance).

Monitoring, Assessment and Recording

The PSHE Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the Head teacher and SLT.

The personal nature of PSHE education means that we do not formally assess pupils, however there are opportunities for pupils to reflect on their progress. These include pre- and post-topic mind maps, drawings, task outcomes, questioning, class discussions, marking children's work, and observation. We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage.

Appendix 1 – EYFS Ages and Stages:

Nursery	Communication and Language	<ul style="list-style-type: none">• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.• Develop their sense of responsibility and membership of a community.• Become more outgoing with unfamiliar people, in the safe context of their setting.• Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas.• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.• Understand gradually how others might be feeling.• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	<ul style="list-style-type: none">• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	
Reception	Communication and language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. 	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	
	Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. 	
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

Appendix 2 – Physical Health and Mental Wellbeing

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Appendix 3 – Relationship Education

By the end of primary:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. <ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Ratified by the Governing Body: 6th March 2025

Next Review date: March 2027