



Isaac Newton Primary
School
PSHE Policy

Contents:

Statement of intent

1. Legal framework
2. Key roles and responsibilities
3. Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-faculty involvement
6. Safeguarding, reports of abuse and confidentiality
7. Tailoring PSHE
8. KS1 and 2 programmes of study
9. Assessment
10. Monitoring and review

Statement of intent

At Isaac Newton Primary School, we believe that a strong PSHE education is important to help our pupils develop into well-rounded citizens, who can make a positive contribution to their communities. Our PSHE curriculum is linked to our RSE, relationships, health education and pastoral care programme.

The intent of our PSHE curriculum is for pupils to be healthy, safe citizens who have respect for others, regardless of their individual characteristics. Our intent is for our pupils to know who and where to go if they need support or help whilst they are pupils at our school and beyond.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- DfE (2019, 2025 update) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy

2. Key roles and responsibilities

2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governing board 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.

2.3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.

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

2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The PSHE Leader 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.

2.7. The school will 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.

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

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

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4. Teaching methods and learning style

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No inappropriate language.
- No raised voices/shouting.
- No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.

4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.7. The school monitors PSHE related matters that arise within the local community to ensure that local issues are covered in lessons.

4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross-curricular involvement

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE is taught in discrete curriculum time, delivered by class teachers.

5.3. The school ensures cross-curricular learning when this is relevant and appropriate and when opportunities allow for this e.g within History and Religious Education lessons.

5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1. All staff are aware of what constitutes child on child abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- Sexting
- Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with criminal exploitation. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in criminal exploitation and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police

and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their class teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.8. The school invites external agencies to support the teaching of safeguarding related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.9. The school is aware that, when teaching new subjects, topics including self harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or

making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

7. Tailoring PSHE

7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

7.6. The school uses the 'Kapow' PSHE scheme to deliver all elements of PSHE. 'Kapow' PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance' and is closely matched to the model curriculum from the PSHE Association.

7.7. There are five whole school units, with an additional unit in Y6 with weekly lesson plans for all year groups. These of planned lessons, accompanied resources and teaching slides to support learning.

Overview of Kapow PSHE and SRE FS-Y6 content overview



RSE & PSHE curriculum overview (EYFS:Reception)

EYFS (Reception)

Self-regulation: My feelings The children learn to recognise and understand their feelings, identifying when emotions arise and how to manage them effectively.	Building relationships: Special relationships Examining why some people are special and valued, the children learn the importance of sharing and develop strategies to do so. They also consider themselves as valuable individuals and explore diversity by recognising people's similarities and differences.	Managing self: Taking on challenges The children consider why rules exist and learn the importance of persistence and perseverance when facing challenges.
	Building relationships: My family and friends Exploring cultural festivals, the children reinforce the importance of sharing and turn-taking through role-play. They also consider the ingredients for a good friend and explore how kind words make others feel.	Managing self: My wellbeing Understanding why exercise is important for both physical and mental health, the children consider the effects of different types of exercise on the body. They also recognise how to travel safely as a pedestrian and how to make balanced food choices.



RSE & PSHE curriculum overview for parents and carers (KS1)

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Investigating the characteristics of positive friendships, the children learn that issues can be overcome, that people show feelings differently and that stereotyping is unfair. They also recognise how families can be different.	Recognising emotions and ways to manage them, the children explore practical strategies for wellbeing. They also develop an understanding of the importance of good sleep, hand hygiene, sun safety, and how to respond to an allergic reaction.	Learning how to respond to adults in different situations, the children also begin to distinguish between appropriate and inappropriate physical contact. In addition, the children learn how to call the emergency services and identify potential hazards in the home.	Exploring the importance of rules and the consequences of not following them, the children also explore the similarities and differences between themselves and others.	Identifying what money is and where it comes from, the children also begin to understand the difference between spending and saving.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are made up of different people who offer care and support, the children also explore the conventions of manners. In addition, they begin to develop an understanding of self-respect.	Identifying strategies to manage different emotions, the children also learn how to set goals and begin to develop a growth mindset. They also learn about the importance of dental hygiene.	Developing their understanding of safety, the children learn about road safety, online safety and the safe use of medicines. They also begin to distinguish between secrets and surprises, name body parts and explore the concept of privacy.	Considering the rules that exist outside of school, the children also explore the different roles people have within the local community. In addition, they learn how to voice their opinions respectfully and confidently.	The children explore the difference between wants and needs when it comes to money.

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Considering how some relationship problems could be resolved, the children develop effective listening skills and learn about non-verbal communication. They also explore the impact of bullying and what actions can be taken, consider trust and who to trust and recognise that stereotyping can exist.	The children recognise that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation. They also explore identity through the groups they belong to and how to solve problems by breaking them down.	Further developing their safety knowledge, the children learn how to call the emergency services and stay safe near roads. The children also explore being a responsible digital citizen by learning about cyberbullying and identifying unsafe digital content.	Learning about local democracy, the children explore the importance of people's rights and the roles of local charities.	Learning how to create a budget, the children also consider the ethics of spending, potential jobs and careers and stereotyping in the workplace.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
The children develop an understanding of courtesy and manners, recognise emotional and physical boundaries in friendships and identify how behaviour can affect others. The children also explore the impact of bullying, varied family life and bereavement.	Discussing emotional maturity, the children develop their ability to identify and manage their emotions while also appreciating the feelings of others. In addition, they learn how to cultivate a growth mindset.	Building their understanding of online safety, the children examine the benefits and risks of sharing information online, age restrictions and the difference between private and public. They also learn the physical and emotional changes in puberty and the risks associated with tobacco.	Learning about human rights, the children also explore the role of groups within the local community and appreciate its diversity.	Developing their knowledge of money, the children consider the choices associated with spending, what makes something good value and how to look after money.

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing their understanding of families and marriage, the children learn what to do if someone feels unsafe within their family. They also explore how to strengthen a friendship, the impact of bullying and what influences a bully's behavior and how to appreciate their personal attributes.	Developing greater responsibility for sleep, sun safety and healthy eating, the children also recognise how to manage and take responsibility for their feelings.	Exploring the emotional and physical changes of puberty, including menstruation, the children also develop their online safety and knowledge of first aid. In addition, they consider the influence of others, peer pressure and how to make independent decisions.	The children gain an introduction to the justice system and how Parliament works.	Developing an understanding of the risks associated with money, particularly online.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Identifying ways to resolve conflict through negotiation and compromise, the children consider the importance of respect in the friendships and relationships. In addition, they begin to recognise the process and emotions relating to grief.	The children explore screen time and the effect on their physical and mental health. In addition, they consider strategies for being resilient in challenging situations, how to plan for long-term goals and the facts around immunisation.	The children learn about the changes experienced during puberty. Additionally, they examine the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Developing their understanding of human rights, the children learn to identify discrimination as well as the importance of diversity and national democracy.	Exploring career paths and the variety of different jobs available.
				Identity Learning about the children's personal identity and body image.

7 KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Families and relationships; Health and wellbeing; Safety and the changing body; citizenship; economic wellbeing; and in Y6, Identity. Full details can be seen on the Kapow curriculum overview documents.

8. Assessment

8.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

8.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

8.3. Pupils' knowledge and understanding is assessed through a simple one-page assessment guide included in every unit to support teacher judgement and moderation of children's learning. 8.4. Regular monitoring of PSHE is done through work scrutiny and pupil interviews. The curriculum will be reviewed in light of monitoring and pupil voice.

9. Monitoring and review

9.1. This policy will be reviewed by the headteacher on an annual basis.

9.2. Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is September 2026