

Personal Social, Health and Economic Education, including EYFS

DRAFT



	Name	Date
Prepared by	Tina Saedi	September 2025
Checked and Reviewed by	James Griffiths	September 2025
Ratified		
Next School Review		September 2026

Aims

At Dallington School, Personal, Social, Health and Economic (PSHE) Education is an embedded part of our broad and balanced curriculum.

Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos: Value your own worth and understand the differences in others. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Content and delivery

What we teach

As stated above, we're required to cover the content for relationships and sex education (RSE) and health education, as set out in the statutory guidance (linked to above).

We follow the Kapow Spiral Curriculum for PSHE, which is based on guidance from the PSHE association. For the complete curriculum, please refer to the document on the website. (Please note some parts of the RSE curriculum will be taught following a parent consultation)

How we teach it

- Our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.
- Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the Kapow PSHE curriculum but also through the PSHE themes that run through our curriculum.
- Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Physical Education (leading healthy active lives).
- Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Roles and responsibilities

The Governing Board

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation. The governing board has delegated the approval of this policy to Maria Black

The Head teacher

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a
- sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils, and to report any Safeguarding needs to the DSL

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by Tina Saedi through:

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires. PSHE education is reported to parents in end of year reports.

This policy will be reviewed by Tina Saedi yearly. At every review, the policy will be approved by the head teacher.

Links with other policies

This policy links to the following policies and procedures:

- Child Protection/Safeguarding
- Anti-Bullying
- Curriculum
- Relationships and sex education
- Online safety
- Positive Behaviour
- SEND