



PSHE Policy

Approved by:
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Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

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Statement of intent

Pear Tree Infant and Nursery school believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website.

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 (2024) 'Keeping children safe in education' (KCSIE)
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'

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

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy [annually](#).
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.

- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

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

- 4.4. 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.
- 4.5. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.6. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross-faculty involvement

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by teaching staff.
- 5.3. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral is in unison 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 peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
 - Bullying.
 - Physical abuse, e.g. hitting, kicking, hair pulling.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
 - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- 6.3. 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.
- 6.4. 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.
- 6.5. 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 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.

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 Relationships and Health Education Policy.

8. KS1 programme of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as 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 and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ 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/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

8.4. Pupils will be taught the following:

- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them

Being safe

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

Mental wellbeing

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) 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 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, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- That bullying has a negative and often lasting impact on mental wellbeing

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

Physical health and fitness

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle

- The importance of including 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 leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Health and prevention

8.10. Pupils will be taught the following:

- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage.
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Basic first aid

8.11. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary

Families

8.12. Pupils will be taught the following:

- That there are different types of committed, stable relationships

Respectful relationships, including friendships

8.13. Pupils will be taught the following:

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This also includes different (non-sexual) types of relationships

9. Assessment

- 9.1. 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.
- 9.2. 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.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

10. Monitoring and review

- 10.1. This policy will be reviewed by the headteacher on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 10.3. The next scheduled review date for this policy is February 2027.