



"Caring & sharing as part of God's family"  
"Loving our neighbour as we love ourselves" - Luke 10:27

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## Hartington C of E Primary School

### PHSE Policy 2025

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*Children's wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with children.*

#### Intent

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Hartington C of E Primary School, children's wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves and the environment.

#### Aims

For the children to:

#### Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

## Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural context.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse and ask for help.
- Know how to respect equality and diversity.

## Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of our school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

## Implementation

Our scheme of work focuses on three core themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

We explore the three core themes through 12 learning modules, which are taught over a three-year cycle. The modules are constructed around two age groups:

Class 1 (Years 1,2 and 3)

Class 2 (Years 4, 5 and 6)

The 12 modules are:

1. Drug Education – including how to manage risk and peer influences.
2. Exploring Emotions – including how to recognise and manage feelings and emotions.
3. Being Healthy – including the importance of looking after our mental health.
4. Growing up – including the Sex Education element.
5. Changes – including loss.
6. Bullying Matters – including how to ask for help.
7. Being Me – including identity and community.
8. Difference and Diversity – including challenging stereotypes.
9. Being Responsible – including looking after the environment.
10. Being Safe – particularly featuring cyber, gaming and CSE.
11. Relationships – including what is a healthy relationship
12. Money Matters – including enterprise

## Assessment

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

## Impact

PSHE enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our PSHE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Review Date: February 2026

