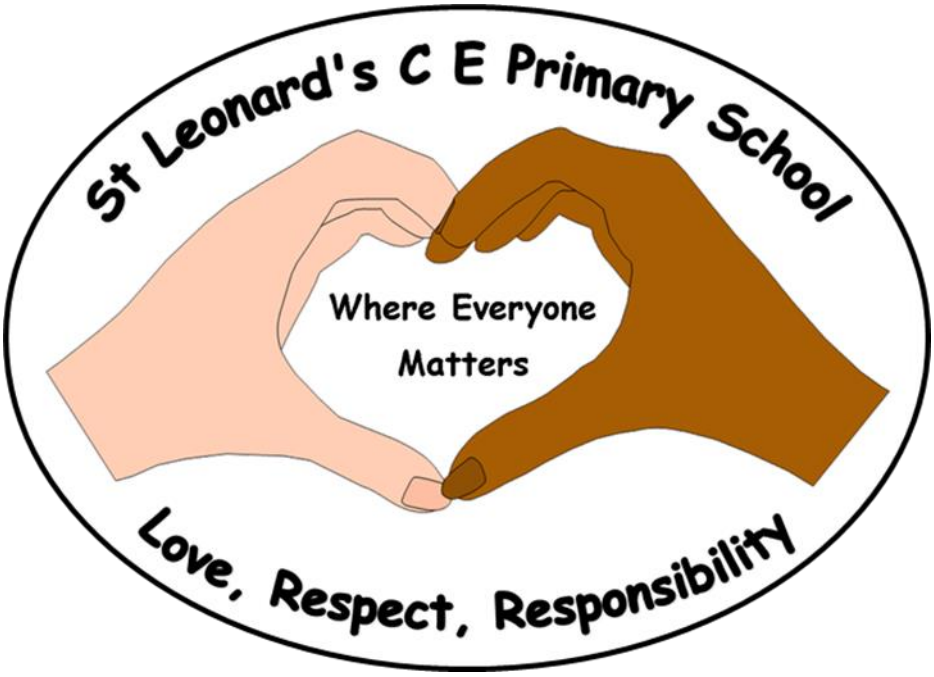
Personal, Social and Health Education (PSHE) Policy



Approved by:	**FGB**
Date:	**May 2026**
Next review due by:	**May 2028**

Personal, Social and Health Education (PSHE) Policy

Introduction

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in All its Fullness" and our core values of Love, Respect and Responsibility.

Intent

At St Leonard's C.E Primary school, our PSHE (Personal, Social and Health Education) and Safeguarding curriculum intends to:

- provide children with the knowledge, skills and understanding they need to lead fulfilling and independent lives.
- deliver all statutory aspects of the Relationships, Sex and Health Education 2020 curriculum (DfE).
- equip children with the knowledge, skills and understanding they need to remain safe in a range of situations, including but not limited to, online safety, exploitation and misuse of substances including drugs and alcohol.
- prepare children to be responsible citizens of their local and wider community and enable them to contribute positively to the community in which they live.
- understand the diverse nature of our community and have respect and tolerance for those differences.
- develop emotional understanding and be aware of strategies to cope with a wide range of common emotions.
- ensure children have the knowledge, skills and understanding to keep themselves both physically and mentally healthy.
- ensure that all children know who to turn to if, for any reason they need help or support.

Implementation

In order to ensure objectives are taught in a systematic and progressive format we have adopted the Twinkl PSHE curriculum, which has 3 themes: Health and Wellbeing; Relationships; and Living in the Wider World. Within each of these themes are the following strands that are revisited in each phase (KS1, LKS2 and UKS2):

Health and Wellbeing	**Relationships**	**Living in the Wider World**
Safety First	TEAM	Aiming High
It's My Body	VIPS	One World
Think Positive	Be Yourself	Diverse Britain
Growing Up	Digital Wellbeing	Money Matters

Activities are planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles are used to deliver this policy. These will include, but is not limited to:

- Circle time
- Play and games
- Puppets
- Stories
- Discussion – paired, small group and whole class
- Debates
- Reflection, sharing and showing
- Role-play and drama
- The use of video and computer technology
- Imaginative writing
- Assemblies
- Visits and visitors where appropriate
- Structured group work
- Residential trips

Teachers choose the most appropriate method for meeting the learning objective and the children's learning needs. Opportunities are given, as appropriate, to promote and discuss issues within PSHE.

In addition to the whole school planned curriculum, some aspects of PSHE are further embedded though whole school focus days such as Anti Bullying Week, participation in workshops and projects from Safeguarding Children In Banbury (SCIB) and the work of groups such as the anti-bullying ambassadors.

Impact

At St Leonard's it is our belief that prevention and early identification of PSHE issues are key in enabling us to provide our children with an effective and excellent primary education across all subjects.

Our curriculum provides some flexibility for class teachers to select objectives during the year that are of particular necessity/relevance to their classes. This enables class teachers to be responsive to the needs of their children and supports prevention and early identification of issues to be tackled before they escalate.

Any children identified as needing further support in relation to specific areas of PSHE are provided with targeted support which may take the form of:

- 1:1 intervention
- Group intervention
- Participation in nurture group sessions

Children's progress in PSHE is assessed termly using the Twinkl Assessment Statements within each unit to identify pupils working at, below or above age-related expectations.

The end of year report gives parents individual feedback on their children's personal development.