

Primary PSHE Policy

Academic Year 2025-26



Last reviewed: September 2025

Next review: April 2026

1. Introduction

1.1 At St George, we are committed to the development of the whole child and as a consequence we recognise the importance of the teaching and learning of PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education). Our PSHE curriculum is taught using the three strands: Relationships, Health and Wellbeing and Living in the Wider World.

2. Purpose of the policy

2.1 This policy outlines the intent, implementation and impact of how PSHE is taught in our school.

The implementation of this policy is the responsibility of all teaching staff.

3. Intent

3.1 We aim for pupils to have the confidence and self esteem to value themselves and others.

3.2 Through our curriculum, our school environment, our school values and our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain relationships based on respect for themselves and others.

3.3 We aim for our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues (such as water safety, e-safety and road safety).

3.4 We aim for pupils to develop assertiveness skills to cope with the influence of peers and the media.

3.5 We aim to develop pupils' knowledge of the wider community, inside and outside of the school environment, and encourage them to recognise and explore their roles within their communities.

3.6 We aim to broaden the children's understanding of money and how to keep money safe.

3.7 Through the teaching of RSE and Health and Wellbeing, we aim for children to be prepared for puberty and give the children an understanding of reproduction and sexual development.

4. Implementation

4.1 School Values

The school values focus on the acquisition of key qualities:

- Respect
- Responsibility
- Personal Best
- Kindness
- Fairness

The children are rewarded value points for displaying our school values consistently.

4.2 PSHE Curriculum

Our PSHE curriculum has been written in line with the PSHE Association Programme of Study. Each year group has a selection of objectives for each strand (Relationships, Health and Wellbeing, Living in the Wider World). Teachers have the freedom to choose when each strand is taught depending on the current needs of their class. Every year the group has a 'Chosen Pathway' document, alongside their long term plan, outlining which objectives they have covered and when.

All primary classes have 1 hour dedicated to PSHE each week.

4.3 PSHE Journals

From Years 1-6, children have PSHE journals which follow them throughout the primary years. These journals are used for PSHE related activities or reflections within a lesson.

4.4 Wellbeing Champions

The Wellbeing Champions are made up of pupils from year groups 1 - 6 with 2 pupils from each year group. The pupils are selected through a democratic process where pupils themselves put themselves forward as candidates and are then voted for by their peers. The Wellbeing Champions are a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that opinions, views and ideas of all pupils are heard.

4.5 Responsibilities and Roles for Pupils

The children have opportunities to apply for the roles on offer in their class. For example, book monitors or eco warriors. Year 6 children have a wider variety of roles as they can also apply to be monitors, which involves supporting teachers during break and lunch time duties.

4.6 Circle Time

Children have the opportunity to share feelings and ideas during structured Circle Times. Behavioural expectations within Circle Time are embedded, facilitating respectful discussion, taking into consideration opinions of others in a safe environment.

4.7 Nurture Room - 'The Cloud'

Children and staff have access to a quiet, calm space in the primary building, known as 'The Cloud'. This room is also used for pastoral related interventions and restorative conversations with our school counsellor.

4.8 Online Safety

We follow the Purple Mash computing curriculum which includes an Online Safety unit for each year group. We use other supporting materials (Google: Be Internet Legends, Childnet, CEOP, PSHE Association) to ensure all areas of Online Safety are covered thoroughly and effectively.

4.9 Whole School Curriculum Themed Days/Weeks

- Mental Health Week
- Anti-Bullying Week (Odd Socks Day)
- Sports Weeks
- Wear it Pink Day (Breast cancer awareness), Red Cross (Christmas present donations), as well as other charity events

4.10 SEND

To ensure the needs of all learners are met and children with additional needs are properly included in PSHE lessons, staff are aware that more explicit teaching may be required. This may be in the form of additional support within the lesson, small group work and/or adaptation of resources.

At times, children may find they have Social, Emotional and Mental Health (SEMH)

difficulties. At St George, we provide additional support for pupils with SEMH needs through a range of interventions and support strategies including but not limited to morning groups, Lego Therapy and nurture provision (The Cloud).

4.11 Confidentiality

PSHE lessons are conducted in a sensitive manner and in confidence. However, if a child makes a disclosure or makes any reference that indicates that they may have been a victim of abuse, this will be dealt with in line with our Safeguarding and Child Protection policy.

4.12 Answering Difficult Questions

If a child asks an explicit or difficult question, staff will use their professional judgement in deciding the best way to answer it. If the staff member is concerned, they can refer this (using the serious incident referral form) to the designated safeguarding leader, who can follow the appropriate procedures.

5. Impact

The outcomes of our PSHE curriculum are that children at St George British School will become well-rounded individuals who are able to make positive contributions to our school and the wider community. They will have a sound understanding of the importance of our school values and the ability to form healthy relationships. They will have the emotional literacy to allow them to recognise and manage their feelings and a knowledge of how to seek the necessary help and support when they are feeling overwhelmed.

Children will have a good understanding of how to keep healthy and safe, both physically and mentally.

Children will have an understanding of the importance of family life, in its wide range of forms, stable and loving relationships, respect and love.

6. Review

6.1 Current Version: September 2024

6.2 Date of review: September 2025

Appendix 1 - Primary PSHE Long Term Plan

Long Term Plan - PSHE

Whole School

	Relationships			Living in the Wider World			Health and Wellbeing		
	Families and friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive	Responding	Respecting	What	How data	Making	Maintaining	Physical	Medicines

Year 4	friendships, including online	dealing with hurtful behaviour; managing confidentiality; recognising risks online	discussing differences and similarities; discussing difference sensitively	making a community; shared responsibilities	information is shared and used	decisions about money; using and keeping money safe	living a balanced lifestyle; oral hygiene and dental care	physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media