





DINGLE COMMUNITY PRIMARY SCHOOL

**PERSONAL, SOCIAL, HEALTH AND ECONOMIC
(PSHE) EDUCATION POLICY**

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| Reviewed by: | Governing Board |
| Signed: |  (Headteacher) |
| Signed: |  (Chair of Governing Board) |
| Date: | 17 th March 2026 |

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- › Gain the knowledge and skills necessary to make safe and informed decisions
- › Understand how to stay healthy and active
- › Positively contribute to school life and life in the wider community
- › Develop an understanding of democracy and how to voice their views

“Dingle Community Primary School, where every child has a V.O.I.C.E”

V – be Valued for who we are

O – have Opportunities to grow, thrive and make a difference

I – Feel Included with a sense of belonging

C – Care for and be part of our community.

E - have high Expectations of ourself and others

"A child who feels heard becomes a child who dares to dream"



Everything we do at Dingle is underpinned by our school values and vision. We are an inclusive school, who believe that all children should be cared for, valued and have opportunities to grow, thrive and dream. We set ourselves and our pupils high expectations and we aim for every child in our school community to fulfil their true potential and to flourish.

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow.

At Dingle Community Primary, the curriculum is designed to: recognise children’s prior learning, provide first-hand relevant learning experiences, allow the children to develop a wide range of learning skills and depth of knowledge, build confidence, independence, resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision for all to reach their potential. We provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is an enthusiasm for new experiences and knowledge. We promote positive attitudes to

learning together, encouraging all to be respectful of themselves and others as well as being active citizens both locally and globally.

At Dingle Community Primary, we are passionate about developing children as effective, life-long learners, fully equipped to deal with the challenges of the future and flourish. Our curriculum has been designed to instill in our children a **love of learning** through developing the **confidence to question**, the understanding to apply and the **self-belief to thrive**; providing a range of opportunities to participate and excel within and beyond the school day.

Personal Development incorporating RSHE, PSHE and Character Development continues to be priority at Dingle Community. At the heart of Dingle is a strong commitment to understand, respect and work together. It is through PSHE that children at Dingle can flourish and develop into thoughtful, kind and resilient adults.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that 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

3. Content and delivery

3.1 What we teach

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

Our Relationships and Sex Education Policy (RSE) provides further details about what we teach and how we decide what to teach in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map/below for more details about what we teach in each year/Key Stage.

3.2 How we teach it

At Dingle Community Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Lessons are sequenced and flashbacks are provided so that prior learning is considered and opportunities for revision of language and grammar and built in. The lessons are taught weekly and give the relevant context to build skills, attitudes, self-esteem, resilience and confidence, all of which need to be taught explicitly as well as nurtured implicitly, thereby demanding a well-structured, progressive lesson-a-week process.

The PSHE curriculum supports our VOICE values in helping to foster pupil wellbeing and develop character that we know are fundamental to pupils being happy, successful and productive members of society.

PSHE will equip our pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

There are 3 PSHE themes

1. Health and Wellbeing
2. Relationships
3. Living in the wider world.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the









Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The 1 Decision platform has been designed to be interactive, fun, and engaging. At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions. The video clip teaching sequence allows children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices.

Each inspiring unit of work is expertly planned and resourced and supported by detailed teachers’ notes. Additional activities and links are planned to provide breadth and balance. 1 Decision is at the heart of our PSHE curriculum and is proficiently planned however teachers must adapt and personalise lessons to meet the specific needs of individuals, classes and the school.

In Early Years Foundation Stage, learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies seven areas of learning, with Personal, Social and Emotional Development being a key foundation to the PSHE curriculum.

Curriculum Overview

| We are Responsible Citizens | Autumn | Spring | Summer |
|--|--|---|--|
| <p>Year 1</p>  <p>Individual Liberty Respect & Tolerance Rule of Law</p> | <p>Keeping and Staying Safe Road Safety Being Responsible Water Spillage Feelings and Emotions Jealousy</p>  | <p>Keeping Healthy Washing Hands Relationships Friendships Computer Safety Online Bullying</p>  | <p>A World Without Judgement</p> <p>Our World Growing in our world Fire Safety Hoax Calling</p>  |
| <p>Year 2</p>  <p>Democracy Rule of Law Individual Liberty Respect & Tolerance</p> | <p>Keeping and Staying Safe Tying shoelaces Staying Safe Being Responsible Practice Makes Perfect Helping Someone in Need Feelings and Emotions Worry Anger</p>  | <p>Keeping Healthy Healthy Eating Brushing Teeth Relationships Bullying Body Language Computer Safety Image Sharing Computer Safety Documentary</p>  | <p>A World Without Judgement</p> <p>Our World Living in our world Working in our world Fire Safety Petty Arson Texting whilst driving</p>  |

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|----------------------|--|--|--|
| <p>Year 3</p> | <p>Keeping and Staying Safe Leaning out of windows Being Responsible Stealing Feelings and Emotions Grief</p> | <p>Keeping Healthy Medicine Relationships Touch Computer Safety Making friends online</p> | <p>A World Without Judgement Our World Looking after our world Fire Safety Visiting the Fire Station</p> |
| <p>Year 4</p> | <p>Keeping and Staying Safe Cycle Safety Being Responsible Coming home on time Feelings and Emotions Jealousy</p> | <p>Keeping Healthy Healthy Living Relationships Appropriate Touch Computer Safety Online Bullying</p> | <p>A World Without Judgement Breaking Down Barriers Our World Chores at Home First Aid First Aid Year 4</p> |

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|----------------------|---|---|--|
| <p>Year 5</p> | <p>Keeping and Staying Safe Peer Pressure Adults and Children's Views Being Responsible Looking out for others Adults and Children's Views Feelings and Emotions Anger Adults and Children's Views</p> | <p>Keeping Healthy Smoking Adults and Children's Views Relationships Puberty Adults and Children's Views Computer Safety Image Sharing</p> | <p>A World Without Judgement Inclusion and Acceptance Adults and Children's Views Our World Enterprise Adults and Children's Views First Aid First Aid Year 5 Adults and Children's Views</p> |
| <p>Year 6</p> | <p>Keeping and Staying Safe Water Safety Being Responsible Stealing Feelings and Emotions Worry</p> | <p>Keeping Healthy Alcohol Relationships Conception Computer Safety Making Friends Online</p> | <p>A World Without Judgement British Values Our World In App Purchases First Aid First Aid Year 6 (Part 1 and 2)</p> |

Each lesson taught within the unit shows progression. In accordance with the school's assessment procedures, achievement and growth in PSHE is observed and recorded by class teachers.

The 1 Decision modules offer ample assessment to recognise student achievement and gaps in learning. They provide comprehensive baseline assessments for every unit, end of unit assessments and reflective self-assessments. These assessments will be used by teachers to inform them of their next steps in planning for PSHE.

Assessing learning in PSHE education uses a combination of teacher assessment and pupil self- and peer assessment. Regular discussions with pupils to evaluate and understand their skills and to understand exactly what the children feel is the impact on them of their learning.

As 1 Decision PSHE is a whole-school approach, rather than simply a lesson-a-week Scheme of Work for PSHE, there are numerous layers built in that engender a sense of belonging and community, and that value every

individual, for example: praising one attitude or behaviour each week through the Weekly celebration and celebrating every child's contribution to the school community through the end of unit quizzes.

Much of the subject-specific knowledge developed through the 1 Decision approach equips pupils with experiences and understanding which will benefit them in secondary school, further education and future workplaces.

We want to ensure that PSHE at Dingle Community is loved by teachers and children across school, therefore providing children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher and Deputy are responsible for ensuring that PSHE is taught consistently across the school.

4.3 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

Mrs Jodie Richardson (Deputy Headteacher) is Curriculum Lead for PSHRE. Hannah Kitching is EYFS Curriculum Lead. They are both Deputy Designated Safeguarding Leads

Nichola Heather (Headteacher) is the Designated Safeguarding Lead.

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Nichola Heather (HT) and Jodie Richardson (DHT) through:

- Lesson observations and/or learning walks to review the effectiveness of teaching and pupil engagement.
- Scrutiny of floor books and class records to ensure coverage of the agreed curriculum and opportunities for pupils to reflect on their learning.
- Staff feedback through discussions and questionnaires to evaluate confidence, training needs, and resource effectiveness.
- Pupil voice activities to gather children's perspectives on what they have learned and how safe and supported they feel in lessons.
- Review of planning and resources to ensure they remain age-appropriate, inclusive, and relevant.

This policy will be reviewed by Jodie Richardson (Deputy Headteacher and Curriculum Lead) annually. At every review, the policy will be approved by Headteacher (Nichola Heather) and the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- › Relationships, sex and health education (RSE) policy
- › Early Years Foundation Stage (EYFS) policy
- › Behaviour policy