



PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

Approved On:	2 nd December 2025
Staff:	Headteacher
Notes:	Non Statutory School Optional Policy Every 3 years
Next Review Date:	Autumn 2028

Headteacher: Mrs Kate Collins



INTRODUCTION

The Personal, Social, Health and Citizenship Education (PSHCE) curriculum, together with day-to-day experiences, enables children to develop a wide range of skills, knowledge, and understanding. This, in turn, empowers them to make informed choices regarding health, citizenship, and lifestyle.

In addition to their academic achievements, children are provided with learning opportunities that help them become aware of and manage their emotions, build effective relationships, collaborate with others, respond to challenges, evaluate information, and make sound decisions.

Our PSHCE programme is an integral part of the school's broader PSHCE provision and is carefully designed to meet the unique needs of pupils. This is achieved not only through the use of our 1Decision scheme of work but also through our wider curriculum offer. For full details of the 1Decision scheme of work, please refer to the supporting documents listed at the end of this policy.

THE PURPOSE OF THIS DOCUMENT

To inform all those involved in the education of the children at this school about the aims and details of practice for the organization and management of PSHE. This ensures consistent opportunities and expectations for all and ensures continuity and progression from Reception to Year 6.

AIMS

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

- For children to develop self-esteem, confidence and responsibility and to make the most of their abilities.
- For children to understand and be prepared to play an active role as citizens.
- For children to develop a healthy, safe lifestyle.
- For children to develop good relationships and respect differences between people.
- For children to develop the skills that can help to resolve conflicts.
- For children to become aware of their own and others' social and emotional needs.
- For children to be aware of safety issues
- For children to have respect for others
- For children to be positive and active members of a democratic society
- For children to be independent and responsible members of the school community

STATUTORY GUIDANCE

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

CONTENT AND DELIVERY

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

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

1 Decision Module Content: (5 – 8 years old)



1 Decision Module Content: (5 – 8 years old)



Yearly Overview:

Suggested topic delivery overview - Year by Year Breakdown

IMPORTANT NOTE: If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with?	Enya and Deede Visit the Fire Station
	Leaning Out of Windows								Summative Assessment
	Summative Assessment	Summative Assessment							

*Please note: Although the Fire Safety module features our young character Deede, you may find that the lesson content is also suitable for older children.

IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views		
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

- 1 Decision is used to teach the PSHCE curriculum. It is a kitemarked, interactive bank of life skills resources that have been created to support PSHE, SMSC development, and safeguarding, and has been updated to support the new statutory changes in Health Education and Relationships Education. The resources are mapped to the PSHCE Association's Programme of Study and can be used cross-curricular.
- At Sandfield, the 1 Decision programme is adapted to suit our school's context as well as the topics taught through our two-year rolling curriculum
- Teachers respond to the needs of their class and adapt all materials appropriately and as necessary
- Child on Child abuse is also addressed through the 'Bullying' units within the 1 Decision programme. At Sandfield, we continue to ensure that any form of abuse or harmful behaviour is dealt with

immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

- Weekly PSHE lessons in all year groups
- Circle times take place in class on a weekly basis to encourage children to share their feelings and ideas.
- Children will be taught to take care, and share responsibility for their own behaviour.
- Children will be taught to feel positive about themselves by having their achievements recognised, and by being given positive and constructive feedback about themselves.
- Children will take part in discussions about topics of school, local, national and global concern.
- Children will be taught to make real choices, for example, whether or not to choose a healthy option in school meals, what games to play, what activities to choose in the classroom.
- Children will be taught to meet and talk with people – outside visitors such as religious leaders, police officers, fire brigade, school nurse.
- Children will be taught to develop relationships through work and play, for example, by sharing equipment with other children in a group task.
- Children will be taught to consider moral and social dilemmas that they come across in everyday life, for example, aggressive behaviour, question of fairness, right and wrong, simple environmental issues.
- Children will be encouraged to celebrate and recognise their abilities and achievements. All classes have a system for such recognition.
- Children will develop self-confidence to ask for help from teachers, assistants etc.
- Children will be encouraged to explore their own emotions, and develop strategies for managing these.
- Children or groups of children take on mentoring roles for individuals or groups according to need, including Sandfield's Junior Leadership Team and Sandfield Ambassadors
- Visitors are used to enhance the PSHE curriculum, including fire fighters and the school nurse,
- The Local Authority provide pedestrian training for Years 2,3 and 4 as well as optional Bikeability for Years 5 and 6.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

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

THE HEADTEACHER

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

STAFF

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

PUPILS

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

MONITORING ARRANGEMENTS

The delivery of PSHCE is monitored by our PSHCE lead through lesson drop ins, monitoring of planning, pupil voice as well as reviewing the subject action plan.

This policy will be reviewed by the PSHCE lead annually. At every review, the policy will be approved by the governing body

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

RSE Policy

Behaviour Policy

Anti-bullying Policy

FURTHER DOCUMENTS FOR REFERENCE:

PSHCE Progression in Skills and Knowledge

1Decision and the PSHE Programme of Study

EYFS programme mapping