



Copnor Primary School

PSHE policy

Governing Body approval gained in January 2026 Next review January 2027	
Policy proposed for adoption by Matt Johnson, Headteacher	
Headteacher's signature:	Chair of Committee signature:

This policy is set out to explain how and why PSHE education (personal, social, health and economic education) is taught at Copnor Primary School.

Policy Availability

The policy is available to parents and carers through documentation being readily available to download on the school website. If you require this policy in printed format, please contact the school office. Staff can access via the cloud.

Rationale

At Copnor Primary School, we believe that PSHE education is an integral part of the curriculum and helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Under the new guidance issued by the Department for Education (DfE) from September 2020, most PSHE education becomes statutory for all schools under the Children and Social Work Act 2017. This includes Relationships Education at Key Stages 1 and 2 (please see separate Relationships and Sex Education Policy).

Our aims

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils develop feelings of self-respect, confidence and empathy

Provision

At Copnor Primary School, we aim to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world. We have followed guidance from the PSHE Association to develop our own PSHE programme of study which aids progression from the foundation stage all the way through to the end of Key Stage 2 (see appendix 1). We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are. PSHE is provided through dedicated curriculum time as well as assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. Where appropriate, PSHE will be taught via our themed curriculum although there is an understanding that it may also need to be taught as a standalone subject.

Early Years and Foundation Stage

In Early Years, Personal, Social and Emotional Development (PSED) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. The children develop their abilities in:

- Self-Regulation
- Managing Self
- Building Relationships

Planning is child-led to reflect the interests of the children. Children take part in circle time and discuss topics and themes that are at their level. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two, PSHE lessons follow the programme of study that is in place. This follows the three core themes (health and wellbeing, relationships and living in the wider world) which have been adapted specifically for the children at Copnor Primary School. During these lessons, children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

Pupils with SEND, including the More Able

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – we investigated what exactly parents want from RSE and PSHE lessons.
4. Ratification – the policy was shared with and approved by the Whole Governing Body.

Roles and responsibilities

The governing body will approve the PSHE policy and hold the headteacher to account for its implementation. Although the PSHE leader will support the teaching and carry out monitoring of PSHE across the school, the headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

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

Pupils

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

Parents/carers

We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Make available online, via the school's website, this PSHE Policy;
- Answer any questions that parents/carers may have about the PSHE education of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for PSHE in the school.

Assessment

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. The children's attainment and progress in PSHE will be reviewed half-termly and reported to parents/carers on their annual report. It will also form part of conversations held at parents' evenings.

Assessment is carried out half-termly by measuring children against End of Year expectations for their year group. Ongoing assessments are completed both during and after a lesson/series of lessons. The children are judged at the end of the year as to whether they are working below the age expectations for their year group (WTS); working at the age expectations for the year group (EXP); or working at greater depth within the expected standards (GDS). Where a child is working below the expected standards for a year group, then this will be communicated by indicating which year group the child is working within e.g. a Year 4 child working towards the standards in Year 2 would be recorded as 2WTS. Assessment should offer the children the opportunity to reflect on their own progress.

Monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning and work with the Senior Leadership Team/Headteacher in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.