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	Name	Date
Name of Policy	Personal, Social and Health Education	
Prepared by	Angela Menzies and Tina Saedi	
Checked and Reviewed by	LK	12 June 2022
Ratified by Board of Governors	CB	01 September 2022
Next School Review		June 2023

Aims

At Dallington School, Personal, Social and Health (PSHE) Education is an embedded part of our broad and balanced curriculum. **Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos: Value your own worth and understand the differences in others.** British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Statutory requirements

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

What we teach

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).

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year. (Please note some parts of the relationship curriculum will be taught following a parent consultation)

How we teach it

- Our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.
- Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the PSHE Association thematic builder, but also through the PSHE themes that run through our curriculum.
- Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), PE (leading healthy active lives).
- Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Roles and responsibilities

The Governing Board

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation. The governing board has delegated the approval of this policy to Maria Black

The Head teacher

The head teacher 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 PSHE
- Monitoring progress
- Responding to the needs of individual pupils, and to report any Safeguarding needs to the DSL

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 PSHE is monitored by Tina Saedi through:

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires. PSHE education is reported to parents in end of year reports.

This policy will be reviewed by Tina Saedi bi-yearly. At every review, the policy will be approved by the head teacher.

Links with other policies

This policy links to the following policies and procedures:

- Child Protection/Safeguarding
- Anti-Bullying
- Relationships and sex education
- Online safety
- Positive Behaviour
- SEND

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
How can we keep healthy as we grow?			How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?

