



PSHE Policy

Status	Date Established	Review Date
Statutory	September 2026	September 2027
Written by	Agreed with governors	
Five Lanes CE Staff	September 2026	
Consultation		
Updated for 2026–27, aligned with EQUA Mead Learning Trust and statutory guidance.		
Reference		
This model policy will apply to both teaching and non-teaching staff working in Wiltshire Schools has been agreed with the following recognised unions: NEU, NAHT, NASUWT		

At Five Lanes CE Primary School, our Personal, Social, Health and Economic (PSHE) curriculum is rooted in our Christian vision of building *firm foundations for learning and flourishing*. Guided by our values of Trust, Respect and Compassion, we seek to nurture pupils who understand their worth, recognise the dignity of others, and grow into responsible, thoughtful and resilient individuals. Our PSHE provision supports children to develop spiritually, morally, socially and emotionally, helping them to flourish as members of God's world and to live well in community.

Through PSHE, pupils learn how to care for themselves and others, how to make wise and compassionate choices, and how to navigate the challenges of growing up with confidence and integrity. Our curriculum encourages pupils to reflect on their experiences, understand their emotions, and develop the character and wisdom needed to contribute positively to society. In all aspects of PSHE, we aim to create a safe, inclusive and nurturing environment where every child is known, valued and supported to thrive.

2. Statutory and Policy Framework

This policy is informed by Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children (2023), the Education Act 2002, the Academies Act 2010, the Equality Act 2010, the Public Sector Equality Duty, and the Data Protection Act 2018/UK GDPR. It aligns with the PSHE Association Programme of Study and with EQUA Mead Learning Trust policies relating to safeguarding, behaviour, anti-bullying, equal opportunities, race equality, drugs education and relationships and sex education.

PSHE is a non-statutory subject; however, the Department for Education expects all schools to teach it in order to support pupils' personal development, safeguarding and wellbeing. At Five Lanes, PSHE is an essential part of our curriculum and culture.

3. Purpose of PSHE Education

PSHE at Five Lanes supports pupils to develop the knowledge, skills and attributes they need to lead confident, healthy, safe and fulfilling lives. It helps pupils to understand themselves, manage their feelings, build positive relationships, and make informed decisions. Through PSHE, pupils learn how to stay safe online and offline, how to recognise risk, how to seek help when needed, and how to respond to challenges with resilience and compassion.

The curriculum encourages pupils to reflect on their personal and social experiences, to understand how they are developing, and to consider the spiritual, moral, social and cultural issues that are part of growing up. It supports pupils to become responsible citizens who contribute positively to their school, community and wider society.

4. Curriculum and Scheme of Work

Five Lanes CE Primary School follows the Kapow PSHE and Wellbeing Framework, which provides a comprehensive and progressive programme of study from FS2 to Year 6. Kapow is aligned with the PSHE Association Programme of Study and ensures coverage of three core themes: health and wellbeing, relationships, and living in the wider world.

Teachers adapt Kapow materials to meet the needs of their pupils, ensuring that lessons are inclusive, age-appropriate and reflective of our school's values and Christian ethos. PSHE is taught through a combination of discrete lessons, cross-curricular links, assemblies, collective worship, themed events and enrichment activities. It is also embedded in everyday interactions, pastoral support and the wider curriculum.

External visitors may contribute to the programme, including the school nurse, community police and fire service, NSPCC, St John's Ambulance, Wiltshire Life Bus, Road Safety Team and

Wiltshire Air Ambulance. All visitors follow school safeguarding procedures and work under the supervision of school staff.

5. Teaching and Learning

PSHE lessons use a wide range of approaches to ensure that learning is engaging, inclusive and accessible. Teachers use discussion, circle time, role play, drama, storytelling, scenarios, practical activities and visual stimuli to encourage participation and reflection. Lessons are designed to help pupils explore sensitive issues safely and respectfully, and to develop confidence in expressing their views.

Teachers establish clear ground rules at the beginning of units or lessons to create a safe learning environment. Pupils are encouraged to ask questions, reflect on their experiences and engage thoughtfully with new ideas. All work completed in PSHE is evidenced in floorbooks for Key Stage 1 and Key Stage 2, capturing learning through photographs, written reflections, group activities and other forms of documentation.

6. Safeguarding in PSHE

PSHE plays a vital role in safeguarding. Lessons help pupils to recognise unsafe situations, understand consent and personal boundaries, know how to seek help, and develop confidence to report concerns. PSHE supports pupils to understand online safety, manage peer pressure and navigate social influences.

Teachers must be alert to any safeguarding concerns that arise during PSHE lessons and follow the school's safeguarding procedures immediately, reporting disclosures or concerns to the Designated Safeguarding Lead (DSL). Sensitive questions are handled with care, honesty and age-appropriate clarity, ensuring that pupils feel listened to and safe.

7. Inclusion and Equality

PSHE at Five Lanes is inclusive and accessible to all pupils. Teaching reflects the Equality Act 2010 and supports pupils to understand and respect diversity in relation to gender, race, disability, religion and belief, sexual orientation and family structure. The curriculum acknowledges that pupils come from a wide range of backgrounds and experiences, and aims to ensure that all pupils feel represented and valued.

Teachers adapt lesson content to meet the needs of pupils with special educational needs or disabilities, ensuring that all pupils can participate fully. PSHE also supports pupils who may be experiencing emotional or social difficulties, with additional support available through pastoral staff and our Emotional Literacy Support Assistant (ELSA).

8. Relationships and Sex Education (RSE)

Relationships and Sex Education is taught as part of the wider PSHE curriculum but is governed by a **separate statutory RSE Policy**. That policy sets out curriculum content, parental rights, statutory requirements, teaching approaches and safeguarding considerations. This PSHE Policy should be read alongside the RSE Policy to ensure clarity and consistency.

9. Assessment

Assessment in PSHE focuses on pupils' developing knowledge, skills and attitudes. Teachers use a range of methods, including floorbooks, reflective activities, group work, teacher observations, questioning and discussion. At the end of each unit, teachers identify pupils working significantly above or below age-related expectations and submit this information to the PSHE Lead.

Assessment informs planning, supports transition between year groups and contributes to pupils' annual reports.

10. Roles and Responsibilities

The headteacher ensures that PSHE is taught effectively, safely and in line with statutory guidance and Trust expectations. The PSHE Lead oversees curriculum planning, monitors teaching and learning, supports staff, evaluates provision and reports to senior leaders and governors. Teachers deliver PSHE lessons, create safe learning environments, assess pupils' progress and follow safeguarding procedures. Governors monitor statutory compliance and ensure that PSHE supports pupils' personal development and wellbeing.

11. Monitoring and Evaluation

PSHE provision is monitored through lesson observations, planning scrutiny, pupil voice, staff feedback, assessment outcomes and review of floorbooks. Monitoring informs curriculum development and contributes to school improvement planning. The policy is reviewed annually and approved by the Local Governing Body and the Trust.

12. Linked Policies

This policy should be read in conjunction with the school's policies on Relationships and Sex Education, Safeguarding and Child Protection, Behaviour, Anti-Bullying, Equal Opportunities, Race Equality, Drugs Education and Online Safety.