



EPWORTH
EDUCATION TRUST

PERSONAL,
SOCIAL, HEALTH
and ECONOMIC
POLICY



Adapted by	Sara Machin
Agreed	Summer 2025
Next Review	Summer 2028
Approved by Governors	Summer 2025 S Machin

Mission Statement

Hey with Zion Church of England and Methodist Primary School strives to provide a caring environment in which every individual can achieve their potential. To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards and is based on Christian values.

Our Vision

Hey with Zion's Vision Statement

Jesus said, "I have come that they may have life, and have it to the full."

John 10 verse 10

Within the love of God, we aspire to do the best we can for ourselves and others.

Safeguarding Statement

At Hey with Zion we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Hey with Zion has a joint C. of E./ Methodist foundation and British values (democracy, mutual respect and tolerance, individual liberty and rule of law) and Christian values (trust, forgiveness, faith, honesty, love and friendship) permeate the school's ethos. All policies are applied within this value context.

Data protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy

We believe that PSHE gives pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives, in order to become informed, active and responsible citizens.

The work we do in PSHE links directly to recommendations from the PSHE Association and fits within our mission to do the best we can for ourselves and for others and has clear Biblical links.

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

We will:

- promote respect for ourselves, others and school property
- tackle inappropriate behaviour in a fair and systematic way;
- link worship, to the relevant themes;
- praise and reward pupils' achievements in Good Work Assembly weekly;
- use circle time and class sessions to encourage the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group;
- give opportunities to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
- use all subject areas to contribute to the PSHE curriculum, e.g. Science, Citizenship, History and R.E./ reflection times
- use special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- via the School Council provide an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
- Allow visitors to share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources, and visitors will be vetted prior to visits

The governing board has overall responsibility for:

1. The Local Advisory Board has overall responsibility for the implementation of the school's PSHE Policy.
2. The Local Advisory Board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
3. The Local Advisory Board has overall responsibility for reviewing the PSHE Policy regularly.
4. Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

1. Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
2. Responsible for the day-to-day implementation and management of the PSHE Policy.
3. The Subject Lead is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
4. As required by statutory guidance, the Local Advisory Board and Headteacher will consult with parents to ensure that the PSHE policy reflect the needs and sensibilities of the wider school community.

How this Policy was developed

This policy was written by S. Machin and developed in consultation with parents, teachers and other school staff, governors and the pupils at Hey with Zion Primary. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of animal and plant life cycles set out in the National Curriculum for science.

Health Education is also statutory in all schools . We at Hey with Zion Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not

	<p>increasing independence may bring</p> <ul style="list-style-type: none"> • The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls • That household products, including medicines, can be harmful if not used properly • Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention • About the ways that pupils can help the people who look after them to more easily protect them • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
<p>Spring Term</p> <p>Relationships</p>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • Communicate their feelings to others, to recognise how others show feelings and how to respond • To recognise that their behaviour can affect other people • The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid • To recognise what is fair and unfair, kind and unkind, what is right and wrong • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • To offer constructive support and feedback to others • To identify and respect the differences and similarities between people • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable • Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
<p>Summer Term</p> <p>Living in the wider</p>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • How they can contribute to the life of the classroom and school • To help construct, and agree to follow, group, class and school rules and to

<p>world – Economic wellbeing and being a responsible citizen</p>	<p>understand how these rules help them</p> <ul style="list-style-type: none"> • That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) • That they belong to different groups and communities such as family and school • What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) • That money comes from different sources and can be used for different purposes, including the concepts of spending and saving • About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices • Ways in which they are all unique; understand that there has never been and will never be another ‘them’ • Ways in which we are the same as all other people; what we have in common with everyone else • About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
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**PSHE overview 2018-2019
KS2**

<p>Autumn Term</p> <p>Health and Wellbeing</p> <p>Autumn 1 – Year 3 Looking after yourself</p> <p>Autumn 2 – Year 3/4 Keeping safe</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet • To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ • To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe • That bacteria and viruses can affect health and that following simple
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	<p>routines can reduce their spread</p> <ul style="list-style-type: none"> • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • School rules about health and safety, basic emergency aid procedures, where and how to get help • What is meant by the term ‘habit’ and why habits can be hard to change • Which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others • How their body will, and their emotions may, change as they approach and move through puberty • About human reproduction • About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers • Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) • How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
<p>Spring Term</p> <p>Relationships</p> <p>Spring 1 - Year 4 Getting along with others</p> <p>Spring 2 – Year 5D Anti-bullying</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To recognise different types of relationship, including those between acquaintances, friends, relatives and families • That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • That marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves • That their actions affect themselves and others • To judge what kind of physical contact is acceptable or unacceptable and how to respond • The concept of ‘keeping something confidential or secret’, when they

	<p>should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <ul style="list-style-type: none"> • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view • To work collaboratively towards shared goals • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) • To recognise and manage ‘dares’ • To recognise and challenge stereotypes • About the difference between, and the terms associated with, sex, gender identity and sexual orientation • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) • That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership • That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
<p>Summer Term</p> <p>Living in the wider world – Economic wellbeing and being a responsible citizen</p> <p>Summer 1 – Year 5M Being part of a community</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • That these universal rights are there to protect everyone and have primacy both over national law and family and community practices • To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities • To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices • What being part of a community means, and about the varied institutions

<p>Summer 2 – Year 6 Children’s Rights</p> <p>Enterprise skills</p>	<p>that support communities locally and nationally</p> <ul style="list-style-type: none"> • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To consider the lives of people living in other places, and people with different values and customs • About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer • To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • What is meant by enterprise and begin to develop enterprise skills • To explore and critique how the media present information • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
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The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE / PSED education is about making connections; it’s strongly linked to child-led activities, including play. PSHE/PSED is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher or HLTA once a week in their timetabled PSHE lesson or as a week PSHE focused study.

The children will be in their usual classes, in mixed sex groupings (except for puberty talks which will be single sex lessons and taught by our Pastoral Manager). There will be a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

Parents who have any concerns may discuss these with the headteacher.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment. The teachers use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children’s questions

factually and honestly as deemed appropriate and share themes with parents and carers.

Teachers will respond to any disclosures following the school's safeguarding procedures/child protection policy. Support is provided to children experiencing difficulties on a one-to-one basis, via our Pastoral Manager.

How PSHE education is monitored, evaluated and assessed

PSHE Floor books are used. This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The PSHE education subject lead gives the headteacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

How the delivery of the content will be made accessible to all pupils

Personal and social development are as important to all pupils as their academic achievement. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. The children are in single sex lessons for puberty lessons. We aim to develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds and that each child is unique and valued for who they are.

We reinforce and promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We ensure children leave our school prepared for life in modern Britain. We want to enable our children to develop a sense of community and begin to develop their understanding of their roles and responsibilities within it.

We encourage all to do their best and celebrate successes.

We uphold the British Value of TOLERANCE by:

- Promoting our school values
- Promoting different languages
- Cool to be Kind Week
- Celebrating our differences on Dare to be Different Day each year
- Teaching about different cultures and religions in R.E.

We uphold the British Value of INDIVIDUAL LIBERTY by:

- Encouraging children to make choices knowing they are in a safe and supportive environment
- Encouraging children to know, understand and exercise their rights
- Providing extracurricular activities which offer equal opportunities
- Holding discussions in R.E. and other lessons which allow children to develop respect for values and beliefs of others.

We uphold the British Value of MUTUAL RESPECT by:

- Promoting our school values
- Promoting equality (Equality Act 2010)
- Our charity work
- Participating in community events such as Remembrance Day

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office. Should further information about PSHE education be required, please contact the PSHE education lead.

Policy Review and Development Plan The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Sources of Further Information This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)