



Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School



Personal, Social & Health Education
(PSHE) Policy

Summer 2025



1. Background Information

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Personal, Social & Health Education (PSHE) programme.

2. Policy Statement

PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life

PSHE education cannot and should not exist in isolation; it must be part of a whole school approach. As a school, we have a duty to:

- **promote children and young people's wellbeing (wellbeing is described in the Children Act 2004 as 'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.')**
- promote community cohesion (Education and Inspections Act 2006; Education Act 2002)

3. Moral and Values Framework

The PSHE programme at Addison Primary School reflects the school beliefs promoted by the Values based Education (VbE). **The school's** vision is to give our pupils experiences and opportunities that are beyond the academic to enable them to grow and become resilient, compassionate, resourceful individuals.

The provision also demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community



4. Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of PSHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

5. Equal Opportunities Statement

The school is committed to the provision of PSHE to all of its pupils. Our programme aims to **respond to the diversity of children's cultures, faiths and family backgrounds**. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

6. Implementation

The school will adopt a whole school approach to implementing the PSHE curriculum, as we believe the many aspects of school life influence the children's **development in these areas**. This **policy is linked to the School's RE policy; Behaviour and Pupil Discipline; Sex and Relationships; Drug Education Policy; Racists incidence procedures; Health and Safety; Early Years and will reflect the school's vision, as outlined above.**

7. Foundation Stage

Personal, Social and Emotional Development (PSED) is an integral part of the EYFS provision, as one of the three core strands of the Early Learning Goals. This strand is divided into three main areas:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The teaching of PSED is not only taught discretely; it is incorporated into all teaching and learning activities.

8. KS1 and KS2 Provision

The school will ensure that a wide variety of teaching and learning styles is offered within the PSHE education, with an emphasis on interactive learning, and the teacher as facilitator. The school will also recognise that the PSHE education programme is just one part of what a school can do to help a child develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.



The PSHE provision is linked to other whole school approaches i.e. Values, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Staff, families and the wider community are encouraged to be involved.

The different forms of curriculum provision could include:

- discrete curriculum time, a minimum of one 30min session each week
- learning opportunities in other curriculum subjects (see below)
- whole school and extended timetable activities
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

See Appendix A to see wider school opportunities.

9. Teaching through other curriculum areas

The Programmes of Study, 'The National Curriculum Handbook for primary teachers in England' identifies some links with the Physical, Social and Health Education (PSHE) framework, for example:

- English: skills in enquiry and communication; stories that illustrate aspects of personal and social development
- Mathematics: aspects of financial capability; counting and sharing
- Science: drugs (including medicines); sex; health; safety and the environment
- Design and Technology: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology
- ICT: internet safety (e-safety); communicating with others; finding information on the internet and checking its relevance
- History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people of the past
- Geography: topical issues concerning environment; land use; study of the local area and places in different parts of the world; differences in culture and traditions
- Art & Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- Music: making the most of abilities in playing and singing; issues of cultural diversity, their value and their expression
- P.E.: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports
- R.E.: religious and moral beliefs, empathy and respect for religions, values and practices that underpin and influence personal and social issues and relationships
- Values led assemblies



PSHE is delivered by class teachers in mixed gender groups, apart from RSHE (Relationships & Sex and Health Education). Active learning methods, which involve **children's full** participation are used.

Children are provided with opportunities to make real decisions about their lives, take part in activities which stimulate adult choices and where they can, demonstrate their ability to take responsibility for their decisions. The classroom should provide a safe and supportive learning environment where children can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school, **for example 'Wasted',** a drama group aimed at Year 6 pupils to discuss drug and substance use. Addison Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution
- All visitors are **familiar with and understand the school's relevant policies and work within** them
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning

10. British Values

It is important that pupils should understand that while people may hold different views about **what is 'right' and 'wrong',** all people living in England are subject to its laws. **The school's** teaching should support the rule of English civil and criminal law and schools should not teach anything that undermines it. Pupils should be made aware of the difference between the law of the land and religious law. The core British Values are:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

In order to help pupils develop, research, challenge and defend their own opinions and understanding, the teaching of British Values could be best supported through debate. Each class will follow a debating schedule, which will focus one of the core British Values listed above. These will be taught at a set time in the timetable. See Appendix B.



11. Spiritual, Moral, Social and Cultural (SMSC)

The spiritual, moral, social and cultural elements of pupils' development are inter-related. Attempting to disaggregate them is helpful for the purpose of analysis and also inspection and school self-improvement. But it should not be forgotten that there is much overlap between them, **not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.** The following definitions give a brief overview of each area:

a. Spiritual

'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development. Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

b. Moral

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is **also about the development of pupils' understanding of society's shared and agreed values.** It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

c. Social

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all **its aspects. This includes understanding people as well as understanding society's institutions,** structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

d. Cultural

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always **changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.**



All trips and experiences are linked to promoting the social, moral, spiritual and cultural development of the children. The children will have the opportunity to reflect on the trips and experiences that they take part in. See Appendix A for further details on how this is to be presented.

12. Assessment, Recording and Reporting

Areas for assessment include:

- Children's knowledge and understanding, e.g. information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy
- Formative assessments within lessons to monitor development of understanding of a certain subject, for example thumbs up/down, moving continuums, post-it notes.
- How well children can use their knowledge and understanding in developing skills and attitudes, i.e. through participating in discussions, group tasks, managing conflict, making decisions and promoting positive relationships
- Achievement in PSHE and Values are recognised through the use certificates presented in the weekly Star Assembly
- Teachers are required to keep their own personal evaluation of each lesson which is used by the coordinator to inform future planning

13. Specific Issues within PSHE

a. Confidentiality

As a general rule a **child's confidentiality is maintained by the teacher or member of staff concerned**. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the Head Teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

b. Child Protection

The school has a separate Child Protection Policy. An effective PSHE provision may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

c. Controversial and Sensitive Issues

Staffs are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.



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14. Dissemination

The policy is kept in a central location on the school's computer that staff have access to. Copies are available from the school office on request from parents. The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils.

Adopted: Summer 2025

Review: Summer 2027



Appendix A

Trips and Experiences Record

Year group: _____

Please list all trips and experiences that you will be taking part in as a year group this academic year. This should include trips to outside places, visitors who come into school as well as experiences planned for in class sessions. Please include rough ideas of dates, costs and travel organisation.

This should be completed on the planning day in July for the following academic year. This information can also be shared with pupils and parents and initial parent meetings in September. It is particularly useful to have an idea of costs involved.

Term 1	
Term 2	
Term 3	



Please complete one copy after each trip/experience. This can either be done as an in-class activity, or children could fill in the information at home.

Name of Trip/Experience/Visitor:

Date:

SMSC link:

(using given definitions from OFSTED guidance)

Can you tell me about your trip/visit? You can draw a picture, write a paragraph, or do some of both. Think about the following questions to get you started:

- Where did you go?
- What did you do?
- What did you learn? Did the trip or experience link to your learning in class?
- Did you have a good time? Would you do it again?



Appendix B

British Values Debating Structure

In order to help pupils best develop, research, challenge and defend their own opinions and understanding, we feel that teaching British values could be well supported through the use of debate. Debate requires pupils to engage with a serious subject matter in a mature and professional manner, helping to improve written and oral communication. Pupils become comfortable with new concepts and unfamiliar language, and gain access to a wide array of new information. Debates teach pupils how to recognise how others think, which improves their own ability to cooperate and resolve conflicts. Learning to think well has far reaching effects into every **aspect of a pupils' life.**

Below are listed five debating topics, which link to the OFSTED guidelines of the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values. These will be taught on a half-termly basis in a given week. This should be the first week of each new half term (excluding Autumn 1). Each topic will be introduced at the beginning of the week **in Monday's** whole school assembly, and then continued in class.

By all year groups exploring the debate topics at the same time, there is scope for paired year group work, which gives further opportunity to support the SMSC development of our pupils. By introducing the debates on a cycle, pupils can revisit topics/issues throughout their school career. It is important that all year groups do use the key vocabulary to introduce topics. Vocabulary to support presentation of ideas can be adapted according to age/ability/individual class needs etc.

Term	British Value	Question for Debate
Autumn 2	The Rule of Law	"We believe that rules and laws are only in place to ensure the wellbeing and safety of the citizens"
Spring 1	Mutual Respect	"We believe that it is OK to promote stereotypes"
Spring 2	Tolerance of Different Faiths and Beliefs	"We believe that we should all follow the same religion"
Summer 1	Individual Liberty	"We believe that everybody should share the same opinion"
Summer 2	Democracy	"We believe that the new School Council should be chosen at random"



Appendix C Values Characters

Ria Respect is:

- Confident and tries her best to feel good about herself
- Knows that she is unique and special
- A good listener and appreciates others and their ideas
- Thoughtful and treats others nicely
- Respectful of the environment and seeks ways to protect it



Rocco Responsibility is:

- Fair and knows how to take turns
- A good learning partner and does his share of the work
- Sensible and knows how to keep safe, especially when using the internet
- Able to take action at the right time and make the right choice



Percy Perseverance is:

- Keeps going and does not give up - even when things are difficult
- Embraces challenges even when unsure of the outcome
- Is ok with failing and practices 'bouncing back'
- Is persistent with his efforts to improve the environment



Ollie Honest is:

- Steadfast when telling the truth about events
- Dependable and can be trusted to do the right thing
- True to himself and will always speak up for others
- Committed to having good relationships with friends



Fatimah Friendship is:

- Supportive and encouraging towards others
- Always there to share good times and sad times
- Aware that true friendship sometimes means making compromises
- Welcoming and kind – and always includes others in games and playtimes





Card statements:

Respect:

- Respect is feeling good about myself
- Respect is knowing I am unique and valuable
- Respect is listening to others and their ideas
- Respect is treating others nicely
- Respect is treating my surroundings and objects nicely and taking care of them

Responsibility:

- Responsibility is being fair
- Responsibility is doing my share of the work
- Responsibility is taking care of myself and others
- Responsibility is taking action and making the right choice

Perseverance:

- Perseverance is not giving up even when things are difficult
- Perseverance is embracing challenge
- Perseverance is being able to withstand stress
- Perseverance is bouncing back
- Perseverance helps me to feel confident

Honesty:

- Honesty is telling the truth
- Honesty is trust
- Honesty is being true to yourself and others
- Honesty helps form and sustain good relationships

Friendship:

- Friendship is showing love for each other
- Friendship is supporting and encouraging each other
- Friendship is sharing good times and sad times
- Friendship means making compromises