



Spindle Point Primary School

PSHE (Personal, Social, Health Education) Policy

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Date policy presented to governors:

Date for review:

Linked Governor:

Policy to be read alongside the Assessment Policy, EYFS Policy, Learning Environment Policy, Teaching and Learning Policy, Anti bullying policy, Safeguarding and Child Protection Policy, RSE Policy, Science Policy, Equality Policy, ICT acceptable use policy, Online Safety Policy, RE Policy

Intention of PSHE at Spindle Point

Rationale

Our mission statement at Spindle Point is “Aiming high, Building confidence and Caring for our school”. We believe that a high quality PSHE curriculum is fundamental to achieving the aspirations we have for our children and supports our school aims. Spindle Point aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the school and wider community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so the children learn to recognise their own self-worth, work well with others and become increasingly responsible for their own learning. It will ensure excellent standards of behaviour and nurture respect.

The children can reflect on their experiences and make informed choices, developing personally, socially tackling many spiritual, moral, social and cultural issues that are part of growing up. They also understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

At Spindle Point, we choose to deliver Personal, Social, Health Education using Life Lessons a planned, developmental programme of learning through which children and young people develop the knowledge, understanding and skills they need to manage their lives now and in the future. A critical component of Life Lessons is allowing children opportunities for children to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they will encounter now and in the future. Life lessons contributes to personal development by helping pupils in their personal development to build empathy, self confidence and resilience . This also works in line with and contributes to our character education programme at Spindle Point. Life lessons also helps children to develop an

understanding of themselves , empathy and ability to work with others and it will help pupils to form and maintain good relationships.

Objectives / Pupil learning intentions

Life Lessons (PSHE) at Spindle Point has been designed with the intention of encouraging each child leaving KS2 :

- . Equipped for life in a diverse and inclusive British Society.
- . As secure and happy people who are able to express themselves, their emotions and their beliefs.
- . To understand and respond to beliefs, expressions and lifestyles of others.
- . It is designed to encourage children to lead healthy and responsible lives.
- . Being able to form healthy, equal and loving and consenting relationships throughout their life stages.
- . To know when and how to seek support for anything that is making them feel unsafe, worried or sad.
- . Understand and apply British Values and know the importance of equality.

Statutory Requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all children. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

On March 1st 2017, the Right Honourable Justine Greening, Secretary of State for Education, announced that it was her intention to make Relationships Education statutory in primary schools from September 2020.

The Life Lessons PSHE content covers all aspects of Relationship and Sex Education and Health Education in an age appropriate way.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE)' the review detailed:

“PSHE remains an important and necessary part of all pupils’ education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum” (Written Ministerial Statement: Review of PSHE education, March 2013)

The Life Lessons PSHE content is informed by existing DfE guidance on: Sex and Relationship Education Guidance; Preventing and tackling bullying guidance; Drug and Alcohol Education; Keeping children safe in education 2018; equality 2010 and Working together to safeguard children.

The Life Lessons programme meets all the outcomes in the PSHE Association Programmes of Study 2017. It provides coverage for all statutory content ,as laid out by the 2025 Relationship and Sex Education and Health Education guidance , through an evidence based,peer-led and relational approach.

Implementation of PSHE at Spindle Point

We sought parental feedback on any proposed changes and the feedback has been overwhelmingly supportive. The Life Lesson’s curriculum is organised in the following structure:

Understanding myself			Self with others	Self within the world		
- Physical wellbeing - Mental health - Understanding our emotions - The way we grow and change during puberty - Making choices to stay safe and well - Drugs, alcohol and tobacco - Optional sex education*			- Families - Friendships - Reducing hurtful behaviour and bullying - Identifying safe and unsafe relationships - Respecting self and others - Having healthy boundaries	- Responsibilities and power - Understanding other people: how we are the same and how we are different - Media and the online world - Economic wellbeing: Money - Aspirations, work, career and volunteering		
Wellbeing	My body & Me	Healthy choices	Healthy Relationships	Identity & Community	Digital Lives	Aspiration & money

Skills and knowledge

The Life Lesson's curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a "Life Lesson" objective, designed as a tangible way of practising RSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they've learned.

Inclusive

The Life Lessons resources are designed to be inclusive in a number of different ways. Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- 'Scaffolding' activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people's understanding of their feelings

Relevant and representative

It is vital that RSHE lessons feel relevant to young people. The Life Lessons curriculum ensures this in a number of different ways:

- Using realistic and diverse characters and scenarios, representing real-life situations that allow young people to safely explore concepts and issues.
- Videos of young people discussing relevant topics, where we get to watch young people from a range of backgrounds share their thoughts and feelings.

Student-centred

According to the 2025 RSHE guidance, learning should be student-focussed and allow young people to be active participants in lessons. The Life Lessons resources do this in a number of ways:

- Use scenarios that allow students to engage with the topic emotionally, whilst keeping a safe distance from sensitive issues
- Use narratives to help students relate to the issue at hand, and present concepts in a tangible way (avoiding using only abstract ideas, that some pupils will struggle to process).
- Frequent opportunities for personal reflections and peer discussion, allowing young people to explore their own opinions and feelings about a range of topics.

In September 2025, a working party of staff, governors and parents reviewed the RSHE policy.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and reinforced in every piece – by using the Life Lessons values.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Assemblies

At Spindle Point, assemblies are seen to play in integral role in the whole school delivery of the PSHE curriculum and supporting SMSC and Fundamental British Values. Assembly 'themes' are carefully planned out each half term to support local, national and global issues, religious festivals and celebrations, Life Lessons themes, pupil celebrations, class assemblies, challenging stereotypes and whole school celebrations. All KS1 and KS2 pupils attend assemblies and EYFS attend a Monday and a Friday assembly.

External Contributors

At Spindle Point, we recognise the valuable contributions that can be made by external contributors towards our PSHE curriculum. Their input is carefully planned and monitored for balance and suitability. Every class keeps a record of visitors in school for reflection with the pupils and follow up work in the class learning journey. Spindle Point welcomes contributions from:

- School nurse
- Magistrates
- Dental hygienist
- Fort Alice
- Community workers
- Debt Awareness
- Bikeability
- NSPCC
- Fire service
- Police
- Members of the local community
- National Rail
- Rock Steady

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual settings (See safeguarding policy). Teachers will take all reasonable, practical steps to ensure that where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils to recognise bias and evaluate evidence. At Spindle Point, we seek to establish a classroom climate in which all pupils are free from any fear of expressing points of view that contradict those held by their peers.

Involving Parents, Carers and Pupils

Spindle Point believes that it is extremely important to have the support of parents and carers. Parents and carers will be given the opportunity to find out about and discuss the School's PSHE curriculum through:

- Welcome to class sessions in Autumn 1
- Parents' evenings
- Information leaflets / displays
- Notification letters
- Facebook
- Newsletters
- Text to Parents
- Celebration events
- Working parties

At Spindle Point, we value the views of our pupils and aim to involve the pupils in planning their own PSHE journey. We seek the views of the pupils through pupil voice and questionnaires to ascertain the key areas for development and next steps. School council are used to identify different ways to further support pupils in school

Impact of PSHE at Spindle Point

Assessment

At Spindle Point, we are eager to ensure children are making progress within their learning through the PSHE experiences they receive in school.

The Life Lessons Skills Metric is a simple, teacher-led assessment tool designed to support professional judgement and meaningful reflection on pupil development beyond academic outcomes.

Built as a clear, practical spreadsheet, it enables teachers to assess **progress and attainment** across the five Life Lessons core skills:

- **Empathy** – understanding and responding to the feelings, perspectives and needs of others
- **Emotional Literacy** – recognising, expressing and managing emotions effectively
- **Oracy** – communicating thoughts, ideas and feelings with confidence and clarity
- **Mental Strength and Resilience** – coping with challenge, setbacks and change
- **Critical Thinking** – questioning, reasoning and making informed decisions

The Skills Metric supports consistent assessment over time, helping teachers track growth, identify strengths, and spot areas for development. It is designed to complement classroom practice, not replace it—placing professional insight, context and pupil voice at the centre of evaluation.

Trackers are monitored by the PSHE lead.