

Nawton and Rosedale Abbey CP School Federation

**PSHE Policy**

Updated: December 2025

Academic year	Subject Leader	Headteacher	Chair of Governors
2020-2021	Emma Osborne	Nichola Oxtoby	Ruth Smith
2021- 2022	Emma Wilson (previously Osborne)	Nichola Oxtoby	Ruth Smith
2022-2023	Emma Wilson	Nichola Oxtoby	Ruth Smith
2023-2024	Emma Wilson	Nichola Oxtoby	Sally Clifford
2024- 2025	Emma Wilson	Nichola Oxtoby	Sally Clifford
2025- 2026	Emma Wilson	Nichola Oxtoby	Sally Clifford

**Policy Review dates:**

Review Date	Changes made	By whom	Date Shared with staff
September 2022	Highlighted	Emma Wilson	September 2022
September 2023	None made	Emma Wilson	September 2023
September 2024	None made	Emma Wilson	September 2024
September 2025	None made Review to be completed Jan 2026 following training on the changes to the RSE Curriculum (Statutory September 2026)	Emma Wilson	December 2025
December 2025	Highlighted		

**Safeguarding Roles and Responsibilities:**

Whole School	Designated Safeguarding	Deputy Designated	Headteacher

	Lead	Safeguarding Lead	
<b>Nawton</b>	<b>Miss N Oxtoby</b>	<b>Mrs Claire Owuor</b>	<b>Miss N Oxtoby</b>
<b>Rosedale</b>	<b>Miss N Oxtoby</b>	<b>Mrs Claire Owuor</b>	<b>Miss N Oxtoby</b>

***“PSHE education helps children and young people to stay safe, healthy and prepared for life's opportunities.”***

***-PSHE Association, 2025***

### **What is Personal, Social and Health Education? (PSHE)**

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

At Nawton and Rosedale Abbey CP schools we believe that PSHE Education is central to the educational entitlement of all of our children. Although it is taught in part through discrete lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### **Rationale**

At Nawton and Rosedale Abbey CP School, we wish for personal, social and health education (PSHE) to make our children to become healthy, **safe**, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We endeavour to provide our children with a well planned and progressive curriculum which gives them opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Be able to keep themselves safe on and offline
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

### **PSHE Curriculum Intent, Implication and Impact Overview**

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more, as well as gaining skills to make informed and ethical decisions about their wellbeing, health and relationships. As a result of this they will become healthy, safe, independent and responsible members of a society who understand how they are developing personally and socially. We wish to give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

#### **Curriculum Intent:**

##### **Intent at a glance**

To prepare children to be global citizens now and in their future roles within a global community. To enable pupils to be healthy, safe, and prepare them for life and work in modern Britain and be responsible global citizens.

Intent	Research Link	Implication	Impact
<b>Intention 1: Diversity, mental health and wellbeing</b> When children leave Nawton and Rosedale Abbey CP schools they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to live and breathe the SPIRIT of Nawton and Rosedale Abbey CP. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.	PSHE Association evaluated research 'A case for PSHE' indicates that PSHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work.  PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that growing evidence to suggest that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.	Clear and comprehensive scheme of work. The PSHE scheme of work has five themes; <b>relationships, keeping safe, healthy lifestyle, the future and becoming an active citizen</b> . It also incorporates the RSE policy and <b>identifies links to Nawton and Rosedale Federation values (SPIRIT)</b> , which incorporate the <b>British Values and the protective characteristics</b> .  Children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum. <b>Key vocabulary identified and built upon</b> .  <b>Displays across school</b> <b>PSHE, SPIRIT, British Values and healthy schools displays throughout school reinforce the PSHE curriculum enabling children to make links.</b>  <b>Assemblies- Whole school, Key Stage and class assemblies always make a link to PSHE, SPIRIT, British Values, Healthy Schools Award.</b>	Children will know more and remember more about PSHE, with the large majority of children achieving age related expectations across the wider curriculum in addition to the core subjects.  Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.  Recognise and apply the SPIRIT of Nawton and Rosedale Abbey (incorporating British Values), as well as appreciating differences and diversity in their day to day lives.  To approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life, as well as achieving good mental

			<p>health, wellbeing and staying safe.</p> <p>Supportive data from Ofsted 2022 (Nawton) and 2024 (Rosedale).</p> <p>Supportive data from 'Growing up in North Yorkshire 2022 survey'.</p> <p><b>Gaining the Gold Healthy Schools Award – September 2025</b></p>
<p><b>Intention 2: Global citizen/RSE</b></p> <p>Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.</p>		<p>Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE.</p> <p><i>The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more. Key vocabulary identified and built upon.</i></p> <p>RSE programme of work is explicitly resourced.</p> <p><i>Children will become more aware of RSE and know the purpose of it.</i></p>	<p>Develop positive, healthy lifestyles, respectful relationships and enable them to keep safe both on and offline.</p> <p><b>Children are active global citizens now and in the future.</b></p> <p>To understand and manage their emotions as well as looking after their mental health and well-being.</p> <p>Understand the physical and emotional aspects involved in RSE at an age appropriate level.</p> <p>Supportive data from Ofsted 2022 (Nawton) and 2024 (Rosedale).</p> <p>Supportive data from 'Growing up in North Yorkshire 2022 survey'.</p> <p><b>Gaining the Gold Healthy Schools Award – September 2025</b></p>

## Scheme of work

### Year 1- Year 6

We aim to cover the following core themes, which links to the NYCC programme:

- Me and My Relationships
- Keeping Myself Safe
- My Healthy Lifestyle
- Me and My Future
- Becoming an Active Citizen

When creating the PSHE scheme of work, the NYC programme was used as the main basis, however, we moulded and shaped it to meet the needs of the children of Nawton and Rosedale Abbey CP School, therefore, some aspects that are found in the PSHE scheme of work are unique to our schools eg) quadbike safety. We have also used the PSHE Association's wealth of resources that are recommended by the DfE.

### **EYFS (Reception)**

PSHE incorporates different areas of the Early Years Curriculum (2021).

- Communication and Language

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

The areas which are linked to PSHE have been identified and been linked to the following areas;

### **Me and My Relationships**

#### **Keeping myself safe/My healthy lifestyle**

#### **Me and my future/Becoming an active citizen**

These outcomes are then split into terms. There is progression of knowledge and skills from Autumn to Summer term and from nursery to reception. By the end of the foundation stage, the children will have worked towards the Early Learning Goals that are linked to PSHE.

In early years the children are continuously working on these areas through the provision, daily routines and discussions. The teachers will plan some adult led activities which will be completed each week, some through the provision but others in topic or specific PSHE lessons so that the children cover all areas. However, some discussions and activities will come from the children's interests and incidental situations. All children in nursery and reception receive one lesson a week based around online safety at an age-appropriate level. These lessons are supplied by our provider of our computing curriculum, Purple Mash. These lessons last between 15 and 30 minutes.

#### **PSHE aim in EYFS**

Our aim is that the children leave Class 1 being able to be an important part of a class community. They will acquire basic social skills such as turn taking and how to appropriately deal with strong, overwhelming feelings, as well as knowing how to stay safe in a range of situations, and what to do if they feel unsafe.

#### **Year 1- Year 6**

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions- 40 minutes each week
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies). Please see curriculum statement for further links.
- School events and activities (e.g. off site visits and school celebrations)
- Assemblies
- Computing (online safety) - All children from nursery to Year 6 have one lesson a week based around online safety at an age-appropriate level. These lessons are supplied by our provider of our computing curriculum, Purple Mash. These lessons last between 15 and 30 minutes.

#### **Planning, Teaching and learning for all areas of PSHE:**

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

We teach PSHE Education to all children at Nawton and Rosedale Abbey Community Primary School. We believe that to be able to cover the wide and diverse NYC programme of study, that regular discrete teaching needs to be supplied to all children across the whole school, a minimum of 40 minutes a week is recommended. Different days and weeks that are linked to PSHE, for example 'Mental Health Day', 'Dot Day' and 'Anti-Bullying week' have been placed into an assembly timetable that will be delivered to the whole school, with follow up activities in each class. Each teacher will also plan in response to specific needs that are identified in relation to their class.

### **Teaching Sequence in PSHE**

#### **Sharing of PSHE Ground Rules must be done at the start of each lesson.**

Step 1 - 'The Big Picture' – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say.

Step 2 - Review most recent learning in PSHE.

Step 3 - Specify key vocabulary to be used and its meaning.

Step 4 - Provide relevant and realistic information, which reinforces positive social norms.

Step 5 - Provide opportunities for the children to work interactively with the teacher acting as the facilitator.

Step 6 - Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Step 7 - Individual reflection on the learning that has taken place

In order for pupils to know more, remember more and do more in regards to PSHE, these aspects must be evident in the implementation of the PSHE curriculum throughout school.

Teachers use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. In our schools we see the importance of using scenarios to allow children to think through situations they might find themselves in and how they could deal with them. They are also able to take on advice from peers and teachers. This type of activity allows the children to know how to make informed and ethical decisions about their wellbeing, health and relationships in and out of school. Teachers also encourage children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events.

At Nawton and Rosedale Abbey CP School, children are provided with frequent opportunities to have their voice heard, be this in school council, the equalities team, play leaders, assemblies that they wish to take on or debates and discussions in class. Therefore, because of this; they play an active part in school life.

Children are able to express their opinions and views through a variety of mediums including open discussions in class, questionnaires, school council discussions, **Healthy Mind Champions**, various elections and comments. Children have opportunities to meet and work with members of the community, such as health workers, firefighters, police, and representatives from the local church and community.

We also develop PSHE through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters, as do the equality team who have also been working towards the **'Healthy Schools Award'** and have recently received the **'Gold Award'**. We offer residential trips in Years 5 and 6, where there is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building, as we want all children at Nawton and Rosedale CP School to aim high to achieve their maximum potential.

### **RSE (Please see RSE Policy November 2025)**

Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the National Curriculum recommendations for teaching RSE (2025). At Nawton and Rosedale CP School, we have decided that in Year 6 the children will be taught about the conception of a baby, but they do not need to know the physical act that allows this to come about. If a cohort of children appear to be very mature and knowledgeable in this area, it will be for the class teacher, headteacher and PSHE lead to discuss how to extend the content of sex education to meet these children's needs.

Please see the schools RSE Policy and relating Scheme of Work for further information.

If Nawton and Rosedale Abbey Schools felt that the teaching of sex education was needed, then parents would have the right to remove their children from these lessons. If this was the case the headteacher must automatically grant a request for withdrawal, other than content that is taught as part of the science curriculum. The 2025 RSE guidance has removed this statement in relation to pupils with SEND 2019 guidance stated: "This process is the same for pupils with SEND". However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision". If Nawton and Rosedale Abbey Schools every decide to teach the actual act of sex, based on the cohort's needs, then this will be the following protocol if a parent wishes to withdraw their child.

1. A parent/ carer must write a letter to the headteacher to explain that they wish to withdraw their child from sex education (as defined by the school) and the reasons why.
2. The parent/ carer to be part of a meeting with the PSHE lead, class teacher and a member of SLT/ DSL. At this meeting the parent/ carer must explain why they are wishing to remove their child from these lessons. The meeting is to be recorded on a

parent/ teacher conversation form. The date, reason for removal and who was present at the meeting must be recorded.

3. Headteacher and Deputy (both of which are DSL) to be made aware of the withdrawal.

### **Evidence of Lessons and Learning**

Each PSHE lesson that is taught needs to be evidenced in some way. It is suggested by the PSHE lead that each class (nursery- Year 6) keep a record of these lessons and outcomes. EYFS children share a 'floor book' which includes samples of key learning the children have done, conversations that have taken place or photographs of any practical work. Evidence of children using PSHE in the provision is documented in the children's individual learning journeys. From Year 1 to Year 6 all children have a PSHE book that includes a record of their learning and outcomes that they have achieved. It is expected that there is a piece of work, a record of a discussion or photographs of a practical activity every week. A teacher can have a separate large book to document class discussions.

### **Assessments**

#### **Nursery and Reception**

Regular observations and assessments of learning are recorded and contribute to the end of term assessments, that are completed on Insight, the end of nursery each child's year, as well as the end of EYFS using the Early Years Outcomes. As with the rest of the school, any class work that is done based on PSHE will be documented in a "big book".

#### **Year 1- Year 6**

At Nawton and Rosedale CP School, there is an expectation that each teacher is assessing the children all the time, be this be notes on their planning, quotes of what children say that are placed in the class discussion books or written work. The teachers will be required every term to complete the assessment grids on insight, which includes the outcomes that have been covered that term, for each child in their class based on the evidence they have collected. These statements should be placed in Insight during the summer term. At the current time the teacher needs to assess if the child is working towards age related expectations, working at the expected standard or working at greater depth. The PSHE lead then analyses the data and creates next steps for this area of the curriculum.

### **Equal Opportunities**

PSHE follows the schools Equality Policy.

### **Differentiation and Reasonable Adjustments for Children with SEN in PSHE**

The RSHE / PSHE curriculum is sequenced so all pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

Nawton and Rosedale Abbey CP's PSHE curriculum is accessible for all pupils. This is particularly considered by teachers when planning teaching for pupils with special educational needs. Nawton and Rosedale Abbey CP Schools deliver high quality teaching that is differentiated and personalised to ensure accessibility. We recognise the

importance of ensuring that children with identified Special Educational Needs have access to an ambitious PSHE curriculum. The children who have provision maps, or a SEN support plan, may have strategies and resources that need to be used to make the PSHE lessons, that are being taught, accessible. Teachers will provide reasonable adjustments through tasks and level of challenge provided. It is suggested that the teacher decide at what level the pupils are working at and build upon that, so that their PSHE knowledge, skills and development does not have “any gaps” and is appropriate for them. Our schools are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Teachers take into consideration each child who has SEND might require the PSHE curriculum being taught in a different way, additional sessions being planned and taught, sessions being taught on a 1:1 basis, at a different level to their peers or the need for more sessions to cement the information taught.

Children who have SEN needs that mean that the understanding of the age-related content is not appropriate or at the correct level to access, will be given access to the ‘The PSHE Education Planning Framework for Pupils with SEND’. The assessment and content covered will be documented on this working document and passed from class teacher to class teacher so that the child is gaining an appropriate and progressive PSHE curriculum.

In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils’ different learning styles.

#### **Other adjustments that can be made in PSHE for pupils with SEN can include;**

- It is suggested that some children who have special educational needs may need additional sessions/ support so that they acquire the appropriate education.
- In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.
- Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils’ different learning styles.
- **Pupils who use alternative methods of communication.** Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example Writing with Symbols computer programme includes ‘private’ body parts).
- **Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

- **Pupils with autism** will require individual teaching to meet their specific needs. RSE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Advice can be sought from the school's SENCO where applicable.

### **Additional Pastoral Care Arrangements**

At Nawton and Rosedale Abbey Community Primary Schools, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support. Children may require additional arrangements for emotional and social development or support through partnership work with other professionals:

- Healthy Child Team
- Compass Phoenix (known as Compass Buzz)
- Early Help
- NYCC Social Care
- CAMHS

### **Resource Management**

Some resources are held centrally and some are held by individual teachers and the PSHE co-coordinator. All resources are reviewed annually.

### **The Role of the Co-coordinator**

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE and to ensure that children know more, remember more and understand more about PSHE related
- Leading and disseminating information and support for parents on how to keep their children safe on and offline.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.
- Manage resources.
- Be an exemplar.

### **Review and Monitoring**

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- Governors.

The policy and/or procedures will, where necessary, be revised following evaluations.

Date agreed: December 2025

Review date: September 2026

Signed: N.Oxtoby	Headteacher	Date: December 2025
Signed S. Clifford	Chair of Governing Body	Date: December 2025