

Rosehill Infant and Nursery School

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY



Date policy last reviewed: _____

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Statement of Intent

At Rosehill Infant and Nursery School, we believe that PSHE education is fundamental to pupils' personal development, wellbeing, safeguarding and future success.

Our PSHE curriculum has been carefully designed using the Derbyshire PSHE Matters 2026 programme to provide a coherent, progressive and inclusive learning journey from Nursery through to the end of Key Stage One. It enables pupils to acquire the knowledge, skills, attributes and values they need to thrive as healthy, safe, respectful and responsible individuals.¹

The curriculum reflects our vision that every child is valued, nurtured and empowered to achieve their personal best. It supports pupils to develop resilience, emotional literacy, confidence, empathy, independence and respect for others whilst preparing them for life in modern Britain.

The PSHE curriculum contributes significantly to:

- Safeguarding and child protection
- Personal development
- Mental health and wellbeing
- Attendance and engagement
- Positive behaviour
- Equality, diversity and inclusion
- British Values
- Relationships Education
- Readiness for future learning and life

Through high-quality teaching and meaningful experiences, pupils learn not only what to think but how to think critically, make informed choices and seek support when needed. We aim to develop lifelong learners who understand their rights, responsibilities and place within their local, national and global communities.

. Legal Framework

This policy has due regard to:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE National Curriculum Framework
- Keeping Children Safe in Education
- Early Years Foundation Stage Statutory Framework
- PSHE Association Programme of Study
- Derbyshire PSHE Matters 2026 Framework
- "Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2025 – effective from September 2026)"

2. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure statutory requirements are met.
- Monitor policy implementation.
- Ensure equality of access for all pupils.
- Receive updates regarding curriculum effectiveness.

Headteacher

The Headteacher will:

- Ensure effective implementation of this policy.
- Support staff development.
- Monitor standards and provision.
- Ensure compliance with statutory requirements.
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PSHE Lead

The PSHE Lead will:

- Lead curriculum development.
- Monitor teaching and learning.
- Support colleagues.
- Evaluate impact.
- Keep abreast of current legislation and guidance.

Staff

All staff will:

- Deliver high-quality PSHE education.
- Create safe and inclusive learning environments.
- Follow safeguarding procedures.
- Adapt learning to meet the needs of all pupils.

3. Curriculum Intent

At Rosehill, our PSHE curriculum is designed to ensure that all pupils:

Know More

Children develop secure knowledge of:

- Physical and mental health
- Healthy relationships
- Family life
- Personal safety
- Diversity and inclusion
- Economic wellbeing
- Citizenship and responsibility
- Safeguarding
- Online safety

Remember More

Learning is organised using a spiral curriculum approach that revisits key concepts regularly, allowing knowledge and skills to be consolidated and built upon progressively over time. ⁶

Do More

Children are supported to apply their learning by:

- Making healthy choices
- Managing emotions
- Building relationships
- Keeping themselves safe
- Contributing positively to school life
- Developing resilience and independence
- Becoming active members of their community

The curriculum reflects the identified needs of our pupils and, where appropriate, responds to local and national safeguarding priorities.

4. Curriculum Organisation

Rosehill uses the Derbyshire PSHE Matters 2026 programme. Learning is structured through three core themes:

Health and Wellbeing

Supporting physical health, emotional wellbeing, resilience and personal safety.

Relationships

Developing healthy relationships, friendships, respect and understanding.

Living in the Wider World

Developing citizenship, economic wellbeing, diversity and responsibility.

The curriculum is delivered through twelve modules:

1. Drug Education
2. Exploring Emotions
3. Being Healthy
4. Growing Up
5. Changes
6. Bullying Matters
7. Being Me
8. Difference and Diversity
9. Being Responsible
10. Being Safe
11. Relationships
12. Money Matters

These modules provide progression from Nursery through Key Stage One and support statutory Relationships and Health Education.

5. Early Years Foundation Stage

In Nursery and Reception, PSHE is delivered primarily through Personal, Social and Emotional Development (PSED).

Children develop:

Self-Regulation

- Understanding feelings
- Managing emotions
- Building confidence

Managing Self

- Independence
- Personal hygiene
- Healthy choices

Building Relationships

- Friendship skills
- Turn taking
- Cooperation
- Respect

Learning takes place through:

- Play-based learning
- Continuous provision
- Stories
- Circle time
- Outdoor learning
- Daily routines

Provision reflects the EYFS Statutory Framework and PSHE Matters 2026 guidance.

6. Curriculum Implementation

PSHE is taught through:

- Weekly PSHE lessons
- Circle time
- Assemblies
- Theme weeks
- Cross-curricular opportunities
- Educational visits
- Visitors and workshops
- Enrichment activities
- Daily school life

Teaching is underpinned by:

- Active participation
- Discussion and collaboration
- Pupil voice
- Reflection
- Real-life application
- Safe classroom practice ⁷

Staff create environments where pupils feel:

- Safe
- Listened to
- Valued
- Challenged
- Supported

Ground rules are established and revisited regularly so pupils can engage confidently with sensitive topics.

7. Relationships Education and Parental Rights

Relationships Education and Health Education are statutory subjects in all primary schools. Parents and carers cannot withdraw their child from Relationships Education or Health Education.

At Rosehill Infant and Nursery School, Relationships Education is taught in an age-appropriate and inclusive manner that reflects the statutory requirements set out by the Department for Education. Learning focuses on families and caring relationships, friendships, respect, kindness, personal boundaries, online relationships, safety and seeking help when needed.

Should any non-statutory sex education be delivered beyond the requirements of the National Curriculum for Science, parents and carers will be informed in advance and any relevant parental rights will be communicated in accordance with current statutory guidance.

8. Equality, Diversity and Inclusion

Rosehill is committed to ensuring that all pupils can access a broad, balanced and inclusive curriculum.

The curriculum:

- Promotes equality.
- Celebrates diversity.
- Challenges stereotypes.
- Encourages respect for difference.
- Reflects modern British society.

Teaching complies fully with the Equality Act 2010 and supports all protected characteristics.⁸

9. Working in Partnership with Parents and Carers

Rosehill Infant and Nursery School recognises that parents and carers are the first and most important educators of their children. We are committed to working in close partnership with families to support pupils' personal, social, emotional and physical development. Effective Relationships Education and Health Education is achieved through positive communication and collaboration between home and school.

The school will ensure that parents and carers:

- Are informed about the aims and content of the PSHE, Relationships Education and Health Education curriculum.
- Have access to this policy and related curriculum information through the school website and other communication channels.
- Are provided with opportunities to view resources and discuss curriculum content where appropriate.
- Are consulted during policy reviews and curriculum development to ensure that the needs of the school community are considered.
- Can raise questions or concerns with school leaders and receive timely responses.
- Receive information about how Relationships Education and Health Education support safeguarding, wellbeing, online safety and healthy development.

The school values the views of parents and carers and will use feedback from families, pupils and staff to evaluate and continuously improve its PSHE provision.

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11. SEND and Adaptive Teaching

Teaching is adapted to ensure all pupils can access learning.

Strategies include:

- Visual supports
- Explicit instruction
- Vocabulary pre-teaching
- Social stories
- Flexible grouping
- Scaffolding
- Alternative communication methods

Teachers work closely with the SENDCo and families to ensure all pupils achieve success.

12. British Values

The PSHE curriculum promotes:

Democracy

- Voting opportunities
- Pupil voice
- Class discussions

Rule of Law

- School rules
- Rights and responsibilities

Individual Liberty

- Personal choice
- Independence

Mutual Respect

- Positive relationships
- Respectful discussion

Tolerance

- Celebrating diversity
- Understanding difference

- Challenging stereotypes

British Values are embedded throughout school life.

13. Personal Development

PSHE forms a central part of the school's Personal Development offer.

Children develop:

Character

- Resilience
- Confidence
- Determination
- Independence

Citizenship

- Responsibility
- Compassion
- Community participation

Wellbeing

- Emotional literacy
- Positive mental health
- Self-awareness

Preparation for Life

- Safety awareness
- Economic understanding
- Relationship skills
- Digital citizenship

14. Safeguarding Through the Curriculum

Rosehill recognises that safeguarding is everyone's responsibility.

PSHE supports pupils to:

- Recognise unsafe situations.
- Understand trusted relationships.
- Stay safe online.
- Identify risks.
- Develop protective behaviours.
- Seek support confidently.

Teaching reflects current safeguarding priorities and contributes to a culture where children feel safe, respected and able to speak up. Any disclosures arising during lessons are managed in line with school safeguarding procedures.

15. Curriculum Impact

The impact of the PSHE curriculum is evidenced through pupils who:

Health and Wellbeing

- Understand physical and mental health.
- Recognise emotions.
- Demonstrate resilience.

Relationships

- Build positive relationships.
- Show empathy and kindness.
- Know how to seek help.

Living in the Wider World

- Respect diversity.
- Understand equality.
- Demonstrate citizenship.

Safeguarding

- Stay safe online and offline.
- Understand healthy relationships.

- Know how to report concerns.

Outcomes contribute directly to pupils' personal development and readiness for the next stage of education.

16. Assessment

Assessment focuses on what pupils know, remember and can apply in relation to health, relationships, safety and personal development.

Teachers use:

- Baseline assessment
- Formative assessment
- Pupil reflection
- Discussion
- Observation
- Floor books
- Pupil voice
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Assessment informs future planning and curriculum development

17. Monitoring, Evaluation and Quality Assurance

The PSHE Lead is responsible for ensuring high standards of curriculum planning, teaching and learning.

Monitoring activities include:

- Lesson observations
- Learning walks
- Planning scrutiny
- Floor book scrutiny
- Pupil interviews
- Staff discussions
- Assessment review
- Analysis of behaviour and safeguarding information

Effectiveness is evaluated through:

- Knowledge progression
- Skills development
- Personal development outcomes
- Pupil wellbeing
- Safeguarding awareness
- Readiness for future learning

Monitoring findings inform ongoing school improvement priorities. ¹²

18 Relationships Education and Parents

Relationships Education is statutory in primary schools and parents do not have the right to withdraw their child from this aspect of the curriculum. Any non-statutory sex education delivered beyond the National Curriculum for Science will be communicated to parents and, where applicable, parents will be informed of their rights.

Review Arrangements

This policy will be reviewed every two years or sooner if legislation, statutory guidance or local needs require amendment.

Next Review Date: July 2028