



PSHE Policy

Personal, Social, Health and Economic Education (PSHE)

Overview

This policy sets out our approach to Personal, Social, Health and Economic Education (PSHE) within a Harmony Project curriculum. PSHE is not taught as a stand-alone set of topics alone; it is woven through enquiry-led learning, school values, collective worship, relationships, outdoor learning and the everyday life of the school. Through the Harmony approach, children learn to understand themselves, care for others, recognise diversity, make responsible choices and develop a strong sense of connection with nature and the wider world.

1. Aims and Opportunities

Our PSHE curriculum aims to help children flourish as confident, reflective and compassionate individuals. In line with the Harmony Project, pupils are encouraged to learn from nature's principles of Harmony, including Diversity, Cycles, Interdependence, Adaptation, Health, Geometry and Oneness. These principles provide meaningful contexts for exploring wellbeing, relationships, identity, community, responsibility and sustainability. PSHE supports pupils to develop the knowledge, vocabulary, attitudes and skills they need to keep themselves safe, build respectful relationships, make informed decisions and contribute positively to school, local and global communities.

1.2 Opportunities

Through PSHE, children have opportunities to: develop self-awareness, emotional literacy and resilience; build healthy, respectful relationships; understand physical and mental wellbeing; explore rights, responsibilities, online safety and citizenship; value difference and inclusion; consider how choices affect themselves, other people and the environment; and take purposeful action through class enquiries, pupil voice, environmental projects and community links.

2. Organisation and Planning

PSHE is planned as part of our two-year rolling Harmony curriculum. Learning is organised through enquiry questions that connect subjects together and give children a clear purpose for learning. Dedicated PSHE teaching is supported by class discussions, assemblies, collective worship, visits, visitors, outdoor learning, pupil leadership, safeguarding education and wider opportunities across the school year. Teachers make explicit links between PSHE outcomes and the current Harmony enquiry so that children can see how personal choices, relationships, wellbeing and responsibility are connected to the wider world.

2.1 Time Allocation



Work Together – Grow Together – Flourish Together

PSHE is taught regularly through planned lessons and is revisited through daily routines, assemblies, curriculum enquiries and pastoral support. Important themes such as relationships, health, safety, inclusion, citizenship and emotional wellbeing are returned to throughout the year so that learning is reinforced in age-appropriate ways.

2.2 Planning

Teachers plan from agreed PSHE outcomes and connect these to the school's Harmony enquiries. Planning identifies key vocabulary, questions for discussion, opportunities for reflection, links to statutory Relationships and Health Education, and ways for pupils to apply learning through meaningful outcomes or 'great works' where appropriate. Published resources, including Twinkl materials, may be used selectively when they support the intended learning and fit the Harmony enquiry, but they do not replace teacher planning or professional judgement.

2.3 Extending the Curriculum

PSHE is enriched through whole-school events, wellbeing activities, pupil leadership roles, visitors, educational visits, outdoor learning, environmental responsibility and community projects. These experiences help pupils connect classroom learning with real-life contexts and develop a sense of agency, stewardship and belonging.

2.4 Learning Environment

We provide a safe, inclusive and respectful learning environment where children can ask questions, express views, listen to others and explore sensitive issues appropriately. Ground rules are used to support discussion, and staff are alert to safeguarding concerns that may arise. Learning is adapted so that all pupils, including those with SEND or additional vulnerabilities, can take part meaningfully and confidently.

2.5 Resources

The PSHE subject lead, working with curriculum leaders, supports staff in planning high-quality PSHE within the Harmony curriculum. Resources are reviewed regularly to ensure they are accurate, inclusive, age-appropriate, culturally sensitive and aligned with the school's values, safeguarding responsibilities and statutory curriculum requirements.

3. Links with Other Subjects and Key Competencies

PSHE is closely connected to English, Science, Geography, RE, Computing, PE and the wider curriculum. Harmony enquiries help pupils make links between personal wellbeing, relationships, community, sustainability and the natural world. Key competencies such as collaboration, communication, creativity, critical thinking, reflection and responsible action are developed through discussion, enquiry, problem-solving and purposeful outcomes.

English

Children develop speaking, listening, vocabulary, debate, questioning and reflective writing skills through discussion, enquiry and purposeful communication.

Science

Learning about healthy bodies, emotional wellbeing, growth, change, human development and safety supports pupils' scientific understanding and personal decision-making.

Geography

Harmony principles help pupils understand place, sustainability, interdependence, stewardship and the impact of human choices on local and global environments.

RSHE and Citizenship

Pupils learn about families, friendships, respectful relationships, consent, personal safety, online safety, health, rights, responsibilities and active participation in communities.

Spiritual, Moral, Social and Cultural Development

PSHE makes a significant contribution to pupils' SMSC development by promoting empathy, respect, reflection, curiosity, responsible decision-making and a sense of belonging within a diverse and interconnected world.