



PSHCE Policy

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Document Control

Document Reference:	PSHCE Policy
Owner:	Wirksworth Junior School
Author:	J Whiteley
Issue Date:	June 2026
Review Due:	June 2030
Statutory Yes/No	No

Document History			
Issue	Date	Purpose	Author
1	June 2020	Start PSHCE Policy updating resources to PSHE Matters	J.Whiteley
2	June 2023	Review of policy	I.Webb
3	July 2026	Review of policy	I.Webb

Approval		
Meeting	Date	Chair
T and L meeting	15.06.23	Helen Brocklehurst
Full Governors	16.07.26	Wilma Hyde

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Wirksworth Junior School. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Citizenship education (PSHCE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC '[PSHE Matters 2026](#)').

The policy and curriculum are fully aligned with the statutory curriculum requirements of the updated Relationships Education, Relationships and Sex Education and Health Education (RSHE) statutory guidance 2025. It also covers non-statutory elements including economic wellbeing and sex education. The introduction to the 2025 Relationships Education, Relationships and Sex Education and Health Education (RSHE) statutory guidance states, "High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

It is our aim to deliver a PSHCE programme which enable pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHCE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The *PSHE Programme of Study* was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE Association).

The PSHCE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life-style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.

- Enable children to respect common humanity, diversity and differences

Through PSHCE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

Relationships and Sex Education (RSE)

See the RSE Policy for further details of how we meet this responsibility.

Curriculum Content

The PSHCE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two-year cycle A and B.

Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 1-6	Being Safe	Difference and Diversity	Bullying Matters	Money Matters	Drug Education	Relationships

Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 1-6	Being Responsible	Being Me	Being Healthy	Exploring Emotions Anxiety Gremlins	Changes	Growing Up

The units have been separated into half terms, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHCE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the value focus are given on the PSHCE curriculum.

PSHCE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider to following when planning a lesson:

- Establishing any ground rules such as respecting others' ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PHSCE teaching strategies will incorporate varied activities such as:

- Circle Time
- Group discussions
- Debates
- Role play
- Co-operative tasks
- Creative writing
- Artwork
- Mind-mapping
- Class and group discussions
- Questioning
- Media such as videos / pictures

PSHCE will be delivered by the class teacher with the support of the PSHCE leader as necessary. It will also be introduced and explored within whole school assemblies where visiting professionals may provide talks/workshops to pupils. *(Please note all speakers will have completed an External Contributors policy to ensure the content is appropriate to the children).* PSHCE is embedded into our school ethos and values. At Wirksworth Junior School, we make every moment count and PSHCE is central to that. Our core school values of aspiration, perseverance, fairness, respect, togetherness and trust, help to shape us as citizens to be secondary school ready and to be a positive and active member of the community of Wirksworth.

In addition to this, PSHCE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected on to the School Council, become a **Wellbeing Ambassador** and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

The school also offers a range of small group activities or 1:1 session based on the needs of the pupils. These will be used if the pupil has identified as needing additional extra support because of behaviours they are showing in the classroom or playground. Some of these interventions we offer are nurture, outdoor club, positive play, walk and talk, Lego therapy. All these interventions will have a clear outcome and will be reviewed by the SENDCo.

Outside agencies will also be accessed to support if their additional needs require specialist support. i.e. school nurse, Crossroads, Change. Grow. Live, school family support worker.

At Wirksworth Junior School, teachers integrate effective AFL in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHCE units. The work the children do will serve as a record for classes working on each of the units. This is recorded in the children's individual PSHCE books for individual work. Boxall profiles may be used for some pupils who are part of 1:1 support or group sessions. From September 2026 we will be moving to use the Progression Framework to assess and evaluate pupils SEMH needs.

In PSHCE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session;
- Planning learning which builds on children's prior knowledge and shows progression in PSHCE learning, not Literacy learning;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually

Break and lunchtimes

Break and lunchtimes are the most social part of a child's day and the PSHCE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours. The use of 'Playground Pals' or 'Sport leaders' help to instigate this.

Within PSHCE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;

- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate summative and formative assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children

The Role of the Co-ordinator

At Wirksworth Junior School, the PSHCE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and INSET days
- Where possible, assist staff in the delivery of an area of PSHCE in which they lack confidence
- Participate in INSET training and subsequent dissemination of relevant information
- Undertake an annual enquiry into any areas where staff may have concerns or requests and order any items required within the limits of budget.

The Head Teacher and PSHCE coordinator will review this policy regularly. Any amendments will be presented to the Governing body.