



Personal, Social, Citizenship, Health and Economic Wellbeing Education Policy

Date Reviewed:	September 2025
Next Review Date:	September 2026
Policy Owner:	Miss Lana Sumners
Ratified @ FGB/Committee Name & Date:	Education and Welfare 11.11.2024 (amends made) Full Governing Board 30.06.2025

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



Safeguarding

Oakhurst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhurst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhurstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhurstgrangeschool.co.uk



What is PSHE and Citizenship?

PSHE comprises all aspects of a school's planned provision to promote pupils' personal and social development, including health and economic wellbeing. We actively promote democracy, the rule of the law, individual liberty, and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.' (RSE Statutory guidance paragraph 60)

Our Mission statement

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Statutory Updates

From January 2015 the requirements included economic education, and the regulations specifically encourage respect for other people, with particular regard to the 'protected characteristics' under the Equality Act 2010. In 2020, statutory guidance requires all pupils to undertake Relationships education, Relationships and Sex education (RSE) and Health education. Further updates in 2025, have demanded a stronger focus on misogyny and violence against women and girls, in line with government priorities and national safeguarding concerns, particularly around the influence of online misogyny. The guidance includes personal safety education, emerging safeguarding risks linked to technology including the use of AI, deep fakes, harmful influencers and subculture, financial exploitation, greater emphasis on mental health and the recognition of diverse family structures. This guidance also highlights the importance of transparency when communicating with parents and carers and the best practice in delivery. This guidance becomes statutory on the 1st of September 2026. At Oakhyrst Grange school this forms part of the PSCE programme of work. (See RSE and SEMH Policy)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Equal opportunities



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All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability. Here at Oakhyrst Grange School we are committed to the development of the whole child and therefore we place Personal, Social, Citizenship, Health and Economic Education (PSCHE) and Relationships and Sex Education (RSE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that Oakhyrst Grange School takes pride in and assumes with integrity and purpose.

This policy outlines the Intent, Implementation, and Impact of how PSCHE is taught using a spiral curriculum in our school. The PSCHE Policy should be read in conjunction with the following policies: RSE, Wellbeing, SEND and Safeguarding.

Safeguarding.

The Implementation of this policy is the responsibility of all teaching staff.

The school policy for PSCHE reflects the consensus of the whole teaching staff and has the full agreement of the Governing Body.

Intent

Through our curriculum, our school environment, our school ethos, and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on RESPECT for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle, develop a growing awareness of a broad range of safety issues and be more mindful of the people and world surrounding them.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that they grow into independent, active, and responsible members of our school community playing an integral part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Oakhyrst Grange School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding to engage and excel in the ever-changing world in which they live both now and in the future.

Implementation

At Oakhyrst Grange School, the emphasis placed on both PSCHE and RSE blends seamlessly into everyday school life to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSCHE framework receive appropriate focus and emphasis:

Teaching PSCHE to children with special educational needs: We recognise that there are children of different abilities in all year groups and we provide suitable learning opportunities for all. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children completing all the tasks;



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- providing resources of different levels of complexity
- providing individual support;
- providing opportunities for scaffolding and cascading knowledge.

School Values: The school values (created collaboratively using pupil/parent/school perspectives) are focused on Positive Relationships and are central to Oakhyrst Grange School values:

Opportunity

Growth

Support

The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school.

Additional values are introduced and focussed on during a whole school assembly at the start of the term and then during subsequent Year Group and Class assemblies throughout the year. Pupils are rewarded throughout the half term with House Points when they display school values.

The emphasis and importance of our school values is evident throughout the school day at Oakhyrst Grange.

Giving Out Assembly: All pupils at Oakhyrst Grange School take part in a Giving out Assembly where the children's outside achievements (certificates, medals) are brought in to school and their peers can see their hard work.

PSCHE Framework: Oakhyrst Grange School has a bespoke PSCHE Framework written in conjunction with all school stakeholders, the PSHE Association and encompasses the key themes of:

- Relationships
- Living in the Wider World
- Health and Wellbeing

Independence and Self-Help skills

During weekly timetabled lessons, using a combination of the PSCHE/RSE Frameworks and PSCHE Association, the following topics are taught in a systematic and progressive manner:

- Families and People Who Care For Me
- Caring Friendships
- Respectful Friendships
- Online Relationships
- Being Safe Online
- Technological risks
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention



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- Personal safety education
- Basic First Aid
- Changing Adolescent Body

- By following this scheme of work, the majority of the requirements detailed in the PSHE Progression Grid are met. Exceptions to this include:
- Economic Education and Financial Management which are taught through the spiral curriculum in topic lessons and explicitly in daily maths lessons.
- Sex Education (in line with the RSE policy) – aspects not taught through Talking Points are covered explicitly within bespoke SRE lessons.

Education for Citizenship

- **Social and moral responsibility**

Pupils learn from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.

- **Community involvement**

Pupils learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.

The introduction of school Eco-prefects will ensure that Oakhyrst Grange strives to be a sustainable and future thinking school.

Practical, real-life activities develop thinking skills and provide opportunities for the pupils to raise standards through cross-curricular links.

Additional

School Council: The School Council at Oakhyrst Grange School is made up of pupils from Year Groups 1-6 with two pupils from each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school.

Positions of Responsibility: At the start of each academic year pupils are encouraged to apply for the many roles and responsibilities on offer. Pupils in Year 6 are encouraged to show interest for the important Leadership positions of House Prefects, Sport House Captains and our Lower School Mentors. They can then be asked to assist as: Technicians, Art and Display Assistants, Sports Leaders, Tour Leaders, Librarian helpers.

This is set in such a way that allows the Year 6 children to play an active part in the life of their school.

Worry Monsters: A Worry Monster is present in each classroom. This allows children to write down a concern, post it and know that a teacher will read this by the end of the day and advice/assistance provided.

Board Game Group: Used to engage with children at playtime who find the playground a bit overwhelming or who would like to be inside. The group uses available classrooms.

External Agency Provision (where necessary).



All children from Y1 to Y6 complete the PASS survey through GL assessment. This survey measures the impact our school climate and culture have on the development of the children at Oakhyrst Grange. Any children who are a concern are followed up with swiftly. The data is used to inform our planning going forward.

Whole School Curriculum Themed Days/Weeks:

- Anti-Bullying
- Internet Safety
- Odd Sock Day
- Remembrance Day
- World Book Day

Extended Curriculum Opportunities

At Oakhyrst Grange School we recognise that the development of the whole child does not stop at dismissal time.

Through the provision of a wide range of after school clubs, pupils are given the opportunity to develop their personal interests, based on the acquisition of knowledge and skills, in a safe environment. Additionally, Breakfast and After School Club facilitates wrap-around care that further enables pupils to embed and put into practice the knowledge and understanding acquired through the implementation of Oakhyrst Grange School PSCE Policy. The following extra curriculum opportunities further extend pupils' learning of the wider world and relevant issues that focus the pupils' beyond their primary education.

Oakhurst Grange School recognises that transitioning to Secondary School can be a difficult time for children. With this in mind Year 6 have a bespoke summer timetable to help them prepare for their start in Year 7. This encompasses debating, public speaking and strategies for managing transition.

Impact

Pupils at Oakhyrst Grange School School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

To evaluate the impact of the curriculum, Senior Leaders and Coordinators use a combination of different techniques within school:



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- Work and book monitoring
- Pupil conferencing
- Parent feedback
- Teacher's self-evaluation
- Learning walks
- The characteristics and behaviours demonstrated by children in all settings within school.

This Policy is subject to regular review.



	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Family and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour;	Respecting differences and similarities; discussing	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using	Maintaining a balanced lifestyle including sleeping habits.	Physical and emotional changes in puberty; external	Medicines and household products; drugs common to everyday life



		managing confidentiality; recognising risks online	difference sensitively			and keeping money safe	Oral hygiene and dental care	genitalia; personal hygiene routines; support with puberty	
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Personal safety education. Recognising risks and staying safe around roads, railways, water and in public spaces.	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Expressing opinions and respecting other points of view	Growing and Changing CV- My strengths, personal identity confidence, values.	Body Image – respecting myself and others Healthy eating/Online/Self-respect/Esteem)	Valuing diversity; Challenging discrimination and stereotypes, including misogyny.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.	What affects mental health and taking care; managing change and transition, loss bereavement, managing time online.	Safe Relationships Attraction to others; romantic relationships; civil partnership and marriage Healthy Relationship Recognising and managing pressure; consent in different situations	Keeping personal information safe; regulations and choice, drug use and the law; drug use and the media.