

Forest Fields Primary and Nursery School



Personal, Social, Health and Economic (PSHE) Policy 2025

September 2025

Approved at the meeting of the Governing Body held on: 23rd September 2025

Signed: James Verran

Position: Chair of Governors

Date to be reviewed: September 2026

Background

Forest Fields Primary & Nursery School is a fully inclusive school currently with approximately 630 children on roll. It is situated in the Forest Fields area of Nottingham, which is on the edge of Nottingham City Centre, and serves an area which has high levels of social and economic disadvantage.

This policy is based on:

The DfE Guidance

[Personal, social, health and economic \(PSHE\) education. Updated 13th September 2021](#)

Our philosophy on PSHE

Schools have, at the heart of their existence, the education of their pupils. This education is not just confined to academic subjects, but also applies to the spiritual, moral, cultural, mental and physical development of pupils, and their general welfare. Therefore, the curriculum and values of any school must reflect this holistic approach to education. At Forest Fields Primary & Nursery School, PSHE is central to everything we do each day. It is more than a part of the curriculum; it is a way of life for our school community. We strive to create a positive climate in and out of the classroom, and as such, PSHE is central to the school ethos. We believe that PSHE is intrinsic to children having;

- ✓ good emotional well-being
- ✓ good self-esteem
- ✓ positive relationships with peers and adults
- ✓ a strong sense of belonging within their class and the school.

Alongside a broad and balanced PSHE curriculum, PSHE is incorporated in to daily school life through;

- Dealing with questions and issues as they arise
- Talking to children about rules and routines
Self and peer assessment
- The use of praise and rewards
- Fruit and milk for younger children
- Social interactions, in and out of the classroom, with adults and children
- Responsibilities and recognition within the classroom

Our PSHE policy is closely linked to relationship education and links to our Relationships and Sex Education (RSE) policy.

We are committed to making these outcomes a reality for all of our children through classroom practice, wider school life and beyond.

The provision of a comprehensive, developmental PSHE programme, supported

by a curriculum that provides opportunities for personal and social development set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle is central to our school's response to these requirements.

Rationale

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The priorities in the teaching of PSHE are;

- Building children's confidence and participation
- Preparing our children to become active citizens in the local/national/global community
- Supporting our Behaviour Policy through exploring feelings, rules and responsibilities
- Developing good relationship with, and respect for, other people
- Developing a safe and healthy lifestyle
- Offering opportunities for pupils to play an active role as citizens within the school community

The provision of a comprehensive PSHE programme is central to achieving our school's own aims and objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing learning that promote positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support (for example team working that encourages more effective group enquiry) and transcend academic learning (for example building resilience and developing entrepreneurial skills) and that are essential to employability in a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

Good practice in PSHE teaching

The nature of PSHE lends itself to a wide range of teaching and learning styles, thus promoting effective and enjoyable learning opportunities. PSHE is an approach to life, as well as a learning experience, therefore some particularly relevant approaches to teaching and learning are;

- Working with feelings from an early age to develop emotional literacy
- Understanding the views, opinions and feelings of others, e.g. through role play
- Looking at current issues and the news (local/national/global) through the media
- Higher order questioning and thinking skills
- Problem solving
- Circle time
- Giving pupils a voice, e.g. through class council, debates and circle time
- Staff acting as positive role models through what they say and do

Planning and Teaching the PSHE Curriculum

PSHE lessons may take the format of circle times, debates, discussions or written/recorded work. Lessons may have an explicit PSHE learning objective, or be integrated as part of the wider curriculum. In long-term planning, cross-curricular links should be made wherever possible, to increase the relevance of units of work.

Staff awareness

PSHE will, at times, broach sensitive and controversial issues such as lifestyle choices, religion, conflict, death, sex and relationships. To support this, teachers will encourage children to;

- Recognise gender bias
- Consider and evaluate evidence they are presented with
- Look for alternative viewpoints and sources of evidence
- Give good reasons for what they say and do
- Expect good reasons to be given by others

To support children in expressing their views, with a feeling of confidence and security, teachers will pay careful attention to;

- Establishing ground rules for discussions and circle times
- Developing awareness of difference between fact opinion and belief
- Considering when best for pupils to work in small groups, and when to join in to provide support
- Expressing their own views within the school's value system

- Providing support where required for pupils who may be troubled by issues raised in a session

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Pupils with additional educational needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual pupils, where required, sometimes on a one-to-one basis.

It is the school's policy not to withdraw pupils with special educational needs from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

PSHE and outside links

In delivering the PSHE curriculum, we value the use of outside visits and external visitors to support teaching and learning experiences, such as;

- Community Police Officers
- The Road Safety Quiz team
- Local and National charities
- Health professionals
- Behaviour Support Team

Role of the PSHE Co-ordinator

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LEA courses and network meetings
- order and monitor resources

Linked Policies

Other policies that relate to the implementation of this policy are:

- Behaviour
- Equality and Diversity
- Drugs
- RSE
- Safeguarding and Child Protection