Knowsley Junior School

Personal, Social, Health & Economic Education (PSHE) Policy



2026

Adopted & ratified by full governing body: June 2026

Next review due: June 2028

Dovestone
LEARNING PARTNERSHIP

Knowsley Junior School

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

1. Introduction

At Knowsley Junior School we believe that high-quality PSHE education is essential for preparing our pupils for the opportunities, responsibilities and experiences of life now and in the future. Our school values of Respect and Responsibility underpin our approach. We use the KAPOW PSHE resource as a dynamic and engaging teaching tool, but PSHE runs throughout our school life: in lessons, assemblies, circle times, pupil voice activities and through our wider school culture.

PSHE helps pupils to make informed decisions about their health, relationships, wellbeing and future economic roles, and is a key part of our commitment to the personal development of every child.

2. Purpose of the Policy

This policy sets out how PSHE is taught and delivered at Knowsley Junior School. It provides a framework for consistent, progressive, high-quality PSHE education, supports our responsibilities under current legislation and guidance, and ensures that pupils develop socially, emotionally, physically and economically in a safe, inclusive environment.

3. Aims

Our PSHE programme at Knowsley Junior School aims to ensure that all pupils will:

- develop self-awareness, confidence and resilience;
- acquire the knowledge, skills and understanding to manage their relationships, health, safety and wellbeing;
- become responsible, respectful and active members of our school, local community and wider society;
- gain understanding of economic wellbeing and financial literacy;
- recognise the importance of mental and physical health and know how to maintain these;
- understand the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- engage with a PSHE curriculum which is inclusive, accessible to all, and responsive to the needs of our diverse school community;
- Build resilience to online pressures and harms, including recognising and resisting the sharing of images or exposure to inappropriate content, in line with the updated RSHE guidance.

4. Statutory Framework and Coverage

- Although PSHE as a subject is non-statutory, the elements of Relationships Education and Health Education are statutory in primary schools under the DfE guidance.
- The updated July 2025 DfE guidance introduces key changes, including greater emphasis on online harms (such as pressure to share images, deepfakes and misogyny), facts about biological sex and gender reassignment (without teaching gender identity as fact), and recommended sex education in Year 5 and/or 6 where appropriate. We will ensure our provision addresses these elements age-appropriately, with flexibility for early adoption ahead of September 2026.
- We ensure our PSHE and RSE/RHSE provision is in line with the DfE statutory guidance, safeguarding duties (including the Prevent Duty), equality legislation, and good practice.
- We are committed to transparent curriculum content, parent/carer partnerships and safe, age-appropriate teaching.

5. Curriculum Overview – KAPOW and Beyond

5.1 Role of KAPOW

We use KAPOW as our primary PSHE toolkit. It enables:

- a progressive and scaffolded scheme of work;
- interactive, engaging lessons and discussions;
- adaptability to meet the needs of our school community and individual pupils;
- alignment to statutory PSHE/RSE/Health Education requirements.
- ongoing alignment with the July 2025 RSHE guidance updates, including enhanced coverage of online safety, gender facts and pupil wellbeing through its spiral curriculum and diverse resources.

5.2 Core PSHE Themes

PSHE at our school is organised around three core themes (as defined by the PSHE Association) and delivered using KAPOW and other activities:

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

5.3 Delivery and Enrichment

- PSHE lessons are delivered regularly (typically weekly) and supplemented by circle time, assemblies, enrichment days, pupil voice and whole-school culture.
- The themes of PSHE are embedded across other subject areas, via school values, and through extra-curricular opportunities.
- British values, SMSC (spiritual, moral, social and cultural development), and citizenship education are woven through PSHE and the wider curriculum.

6. Themes in More Detail

6.1 Health & Wellbeing

We cover:

- Physical health: nutrition, physical activity, sleep, hygiene, the impact of substances (e.g., tobacco, alcohol, drugs) where age-appropriate.
- Mental and emotional health: emotional literacy, resilience, strategies to manage stress and anxiety, recognising when to seek help.
- Safety: online safety, personal safety (including road and home), understanding risk and keeping safe in all environments.

- This includes, where relevant to our pupils (particularly in late primary), discussing pressures related to sharing images online or encountering harmful digital content, taught in an age-appropriate and supportive manner.

6.2 Relationships

We cover:

- Respectful relationships: empathy, kindness, recognising difference (beliefs, cultures, lifestyles), including same-sex families and other protected characteristics.
- Family and friendships: exploring different family structures, healthy friendships, conflict resolution.
- RSE (Relationships & Sex Education)-appropriate content: human development (puberty), personal boundaries, consent, being safe from exploitation or harm (age-appropriately).
- Teach the facts about biological sex and gender reassignment as outlined in the Equality Act 2010 and RSHE guidance, promoting respect for all without presenting gender identity as fact or encouraging pupils to question their sex.
- Fundamental British values and rights and responsibilities in relationships.

6.3 Living in the Wider World

We cover:

- Citizenship and community: engaging with school, local and global community, recognising rights and responsibilities, understanding democracy and the rule of law.
- Economic wellbeing: financial literacy (saving, budgeting, making informed choices), preparation for future work and aspirations.
- Career and enterprise: exploring strengths, goal-setting, links between education and future opportunities.

7. Inclusivity and Equality

We are committed to providing PSHE for all pupils, regardless of background, identity or ability. We operate in accordance with the Equality Act 2010 and ensure that PSHE lessons and resources:

- are inclusive and reflect our diverse school community;
- are accessible and differentiated for pupils with SEND, EAL or other additional needs;
- challenge prejudice and promote understanding of protected characteristics (e.g., gender reassignment, sexual orientation, religion/belief) as required under the statutory guidance.
- provide a safe space for all pupils to ask questions, express themselves and learn.

8. Safeguarding, Online Safety and British Values

PSHE is an important part of our safeguarding framework: by teaching pupils about healthy relationships, online risks, consent and exploitation we support their safety and wellbeing. We also address emerging risks such as online misogyny, deepfakes and harm in digital spaces as highlighted in the latest guidance. In line with the Prevent Duty, PSHE lessons actively promote resilience to radicalisation and extremism by fostering critical thinking about online influences and reinforcing mutual respect and tolerance.

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect are embedded across our PSHE provision. Pupils learn about their rights, responsibilities and the importance of respecting and valuing difference.

9. Implementation

9.1 Planning & Delivery

Teachers use KAPOW's schemes of work weekly, adapting as necessary to meet the needs of their class. Lessons are interactive, varied and inclusive. PSHE themes are

reinforced throughout the school day via circle times, assemblies, enrichment activities and pupil voice.

9.2 Staff Training & Support

All staff receive training in PSHE (including RSE/Health Education developments), inclusive practice, safeguarding and online safety. Regular CPD sessions ensure staff remain up-to-date on statutory changes, best practice and our PSHE approach.

9.3 Parent/Carer Engagement

We inform parents/carers about PSHE policy, curriculum overview and resources used. We provide opportunities to view materials, ask questions and contribute to consultation. Parents/carers are apprised of the policy and their child's learning in this area. In accordance with the 2025 RSHE guidance, we will make curriculum resources available for parents/carers to view in advance, facilitate consultations on content, and outline the process for any withdrawal requests from non-statutory elements.

10. Assessment

Although PSHE is not formally graded, assessment is important to understand pupil growth. We use:

- self-assessments, peer assessments and teacher reflections (via KAPOW resources);
- class discussions and reflections on behaviour, decisions and attitudes;
- pupil voice, work samples and extra-curricular participation.

Teachers track progression through the PSHE themes, adapting planning where appropriate to meet pupils' needs.

11. Monitoring, Evaluation & Review

The PSHE lead and senior leadership team (SLT) will monitor the delivery and impact of PSHE through:

- lesson observations and learning walks;
- review of pupil work, self/peer comments, and class reflections;
- pupil voice surveys and focus groups;
- staff feedback and parent/carer feedback;
- Conduct a specific review of PSHE/RSHE alignment with the July 2025 DfE guidance by summer 2026, incorporating pupil and parent feedback on new topics such as online harms.

Annual evaluation will report to governors on PSHE provision, progress, strengths and areas for improvement. The policy, curriculum and resources will be reviewed every 2 years (or sooner if legislation/guidance changes).

13. Links to Other Policies

This PSHE policy should be read alongside and is aligned with the following school policies:

- Safeguarding / Child Protection Policy
- Relationships and Sex Education (RSE) Policy
- Health & Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- SMSC (Spiritual, Moral, Social, Cultural) Policy
- Special Educational Needs & Disability (SEND) Policy

14. Conclusion

PSHE is a vital part of our curriculum at Knowsley Junior School. By delivering a coherent, inclusive and engaging PSHE programme, we support pupils' physical, emotional and social development, equip them with lifelong skills and prepare them to thrive in a diverse and changing world. We are committed to continuous improvement, and this policy will be reviewed regularly to ensure it remains aligned with legislation, guidance and the needs of our pupils.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Foundation Assessment Sheets	Children's names	To identify the children from each class and their attainment for the subject	Class teacher and SMSC coordinator	Completed digitally (Staff Shared)	Termly

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✔

This policy has been adopted by the Governors in consultation with the headteacher.