



NEWBOLD SCHOOL

(PSHE) Policy

Reviewed September 2026 by Mrs Stanborough

Ratified by Newbold School Board of Governors October 2026

Next Review: Autumn Term, 2027

1. Vision and Ethos

At Newbold School, PSHE is central to our mission of providing an outstanding Christian education where every child is known, valued and encouraged to flourish. Our curriculum reflects our Christian ethos and the school's Respect Times Five values. Through high-quality teaching, Forest School, collective worship, community engagement and everyday relationships, pupils develop the knowledge, understanding and character needed to live healthy, fulfilling and responsible lives.

2. Aims

- develop confident, resilient and compassionate learners
- promote positive mental, emotional and physical wellbeing
- teach pupils how to build healthy, respectful relationships
- equip pupils to recognise risk and keep themselves safe, including online
- prepare pupils for life in modern Britain while respecting the school's Christian ethos
- develop leadership, service, environmental stewardship and active citizenship

3. Statutory Framework

This policy reflects the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, the Equality Act 2010, Keeping Children Safe in Education, Working Together to Safeguard Children and relevant Independent School Standards. The curriculum is delivered in a manner consistent with the school's Christian ethos while promoting dignity, respect and equality for all.

4. Links to the Independent School Standards

PSHE contributes directly to pupils' personal development, welfare, safeguarding, behaviour, respect for others, preparation for adult life and the promotion of fundamental British Values. It supports inspection evidence through pupils' attitudes, relationships, leadership opportunities, wellbeing and contribution to the school community.

5. Curriculum Intent

The curriculum is progressive from EYFS to Year 6. Learning revisits important concepts at increasing levels of sophistication so that pupils deepen understanding over time.

6. Curriculum Implementation

PSHE is delivered through weekly lessons, assemblies, collective worship, Forest School, educational visits, visiting speakers, sustainability projects, pupil leadership opportunities, charity work, restorative conversations and cross-curricular learning.

7. Curriculum Overview

- Mental health, emotional literacy and resilience
- Healthy lifestyles and physical wellbeing
- Relationships, families and friendships
- Respect, diversity and inclusion
- Anti-bullying
- Personal safety
- Online safety and digital citizenship
- Financial education
- Citizenship and democracy
- Environmental sustainability
- Preparation for later life

8. Teaching and Learning

Teachers create safe, inclusive learning environments where pupils can ask questions, discuss ideas respectfully and reflect upon their own experiences. Learning approaches include discussion, enquiry, role play, stories, case studies, collaborative learning, Forest School experiences and pupil reflection.

9. Relationships and Sex Education

Relationships Education is taught to all pupils. Age-appropriate Sex Education is delivered in accordance with statutory guidance and within the context of the school's Christian values. Parents are informed in advance and may request withdrawal from the non-statutory elements of Sex Education.

10. Safeguarding

PSHE is a key part of the school's safeguarding curriculum. Pupils learn how to identify trusted adults, recognise unsafe situations, understand healthy and unhealthy relationships, manage online risks, recognise bullying and exploitation, and seek help. Staff cannot promise confidentiality where safeguarding concerns arise.

11. SMSC, British Values and Character

The curriculum promotes democracy, the rule of law, individual liberty, mutual respect and tolerance. It develops integrity, kindness, responsibility, perseverance, gratitude, stewardship and service through meaningful opportunities across school life.

12. Equality, Inclusion and SEND

Every pupil is entitled to access a broad and balanced PSHE curriculum. Teaching is adapted appropriately for pupils with SEND while maintaining ambitious expectations. Pupils learn that every individual has inherent worth and should be treated with dignity and respect.

13. Assessment

Assessment is formative and includes pupil voice, discussion, reflection, observation and teacher assessment. Evidence informs future planning rather than generating formal attainment data.

14. Monitoring and Quality Assurance

The PSHE Leader monitors provision through planning scrutiny, learning walks, lesson observations where appropriate, pupil interviews, work scrutiny and staff discussions. Governors receive regular updates on provision and impact.

15. Roles and Responsibilities

- **Governors:** Ensure statutory compliance and strategic oversight.
- **Headteacher:** Ensure effective implementation and sufficient staff training.
- **PSHE Leader:** Lead curriculum development, monitoring and professional support.
- **Teachers:** Deliver high-quality learning and model respectful relationships.

- **Parents:** Work in partnership with the school to support children's personal development.

16. Partnership with Parents

Parents are informed of curriculum content and invited to view teaching resources in school. The school values open communication and recognises parents as children's first educators.

17. Community, Forest School and Sustainability

Newbold School's PSHE curriculum is enriched through Forest School, environmental education, sustainability initiatives, charitable service, community partnerships and pupil leadership. These experiences develop stewardship, compassion, teamwork and responsibility while supporting the school's commitment to environmental sustainability.

18. Linked Policies

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- E-Safety & ICT Policy
- SEND Policy
- Equal Opportunities & Inclusion
- RSE Policy
- Attendance Policy

19. Review

This policy will be reviewed every two years, or sooner if legislation, statutory guidance or school circumstances require.

Curriculum Progression

The PSHE curriculum follows a progressive sequence from EYFS to Year 6, ensuring pupils revisit themes such as relationships, health, wellbeing, safety, citizenship and sustainability with increasing depth and maturity.

Newbold School Distinctiveness

Distinctive features include Respect Times Five, Forest School, Christian worship, sustainability and environmental stewardship, community engagement, pupil leadership, charitable service and opportunities to develop confidence, independence and resilience.