

Quality of Education

Greenfields Academy Subject Policy – PSHE

April 2026

1.0	Intent
2.0	Implementation
	2.1 – Mental Health & Emotional Well-being
3.0	Impact
4.0	Review
Ap1	Long Term Plan

1.0 Intent:

Through Personal, Social, Health and Economic (PSHE) education pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

At Greenfields Academy our intention is to develop and implement a comprehensive PSHE curriculum that reflects the statutory guidance and meets the requirements outlined in the PSHE Association's programme of study. Our spiral curriculum ensures that key topics are revisited, enabling students to build upon prior knowledge and skills as they progress through their education.

Our PSHE curriculum is designed to promote our school values of P.A.C.E. – Personalised, Aspirational, Caring and Engaging and is underpinned by our purpose, 'To support pupils and their families to gradually overcome the barriers to education they have encountered and enable confident access to future opportunities; however, and whenever they arise.'

At Greenfields, we believe that PSHE should enable pupils to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We ensure that the pupils experience the process of democracy through the election of the school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through British Values, the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach pupils both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.1 Statutory and Guidance Framework

This PSHE curriculum is informed by and complies with the following legislation and statutory guidance:

- Education Act 1996
- Equality Act 2010
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, July 2025)
- Keeping Children Safe in Education (DfE, updated 2025)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The PSHE Association Programme of Study

Relationships and Sex Education is delivered as part of the PSHE curriculum and is further detailed in the school's Relationships and Sex Education Policy.

2.0 Implementation

The implementation of the PSHE Curriculum at Greenfields Academy is informed by National Curriculum expectations and statutory guidance and is supported by the PSHE Association and EC Publishing resources. Daily PSHE sessions are allocated to each year group covering, PSHE (including RSE), British Values, Emotional Intelligence, Citizenship and Digital Citizenship (E-Safety). Relationships and Sex Education (RSE) is delivered as part of the PSHE curriculum and is guided by the school's dedicated Relationships and Sex Education Policy, which sets out statutory requirements, parental rights (including the right to withdraw), safeguarding procedures, and staff responsibilities. All staff delivering PSHE and RSE follow the professional expectations set out in the Relationships and Sex Education Policy.

PSHE is recorded in class journals which showcase the pupil's learning and understanding. Teachers use this, along with learning observations to make summative assessments every 10-weeks. On many occasions PSHE topics are introduced and taught through other areas of the curriculum, which can include Science, Physical Education, Computing and online safety and Religious Education. PSHE will be taught through a range of teaching methods, including class discussions, whole school assemblies, school council and outside agencies. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group-work and problem-solving. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g., resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group. Pupils are encouraged to take part in a range of practical activities to promote active citizenship, e.g., charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school.

We ensure the curriculum is broad and balanced, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and pupils alike, is vital. We create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE and RSE lesson

2.1 Mental Health and Emotional Wellbeing:

'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (World Health Organisation)

At Greenfields, we understand that pupils' physical health and mental wellbeing is paramount to enable them to develop socially, physically, academically and emotionally. We promote positive mental health throughout the schools and respond quickly when we recognise that a pupil may be having difficulties.

We aim to:

- Increase understanding and awareness of a variety of common mental health issues
- Provide pupils with opportunities to look after their mental wellbeing
- Recognise and respond to early warning signs of mental ill health in pupils
- Provide support to staff who teach pupils with mental health issues
- Provide support to pupils who have mental health issues, their parents and carers and their peers

In practice:

- Physical Health and Mental Wellbeing is covered throughout the PSHE curriculum and teaches pupils ways to look after their health and ask for help as appropriate. This is informed by the Statutory Guidance for Physical Health and Mental wellbeing and the PSHE Association.
- Looking after our physical health is also covered through the Physical Education and Science curriculum, and through other physical therapies such as Heart, Head, Hands and hydrotherapy
- Positive mental health is promoted through whole school practices
- Pupils are taught to recognise and express their emotions through daily routines and bespoke interventions
- Training on mental health and safeguarding is carried out on staff inset days and in twilight sessions
- All pupils have the opportunity to take part in mental health week and similar events which are organised by the pastoral team

Where a pupil may be experiencing difficulties, staff look for the following warning signs:

- Differences in moods and behaviour

- Appearing withdrawn
- Decreasing engagement in school activities
- Changes in eating and sleeping habits
- Secretive behaviour
- Lateness or absence from school
- Self-harming behaviours or signs of physical injuries

If staff notice these signs, they will follow safeguarding procedures (see Safeguarding Policy) so that they can find out the cause and offer appropriate support.

At Greenfields, all staff are aware that when teaching Mental Health and Emotional Wellbeing the following factors are important:

- Openness - An ethos of openness helps to break down the stigma that surrounds mental health issues
- Keep the conversation in the room - Pupils need to feel safe discussing mental health, and exploring misconceptions or questions in lessons without fear that these discussions will be repeated by teachers or pupils beyond the classroom
- Non-judgemental approach - Pupils may have existing beliefs, misunderstandings and inappropriate attitudes towards mental health. It is important that these can be explored without fear of being judged or ridiculed
- Right to pass - Although participation in the lesson is important, every pupil has the right to choose not to answer a question
- Make no assumptions - Neither staff nor pupils should make assumptions about the attitudes, identity, life experiences, faith values, cultural values or feelings of others
- Listen to others - Every pupil has the right to feel listened to, and they should respect the right of their peers to feel listened to as well
- Use of language – Pupils will be reminded to take care in their use of language about mental health in, and beyond, lessons

Within the Primary curriculum where appropriate pupils will be taught:

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Within the Secondary curriculum where appropriate pupils will be taught:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others

- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (e.g., anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Confidentiality and answering difficult questions:

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way

Dealing with Sensitive Questions:

- Clear parameters about what is appropriate and inappropriate should be discussed whole class
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session
- Where pupils are unable to write, teachers should give pupils opportunities to discuss any questions at an appropriate time if they do not wish to discuss in the lesson
- Teachers should not be drawn into providing more information than is appropriate to the age of the child

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time.

If there are any concerns for the pupil safety then the safeguarding team will be informed immediately, and other organisations contacted where necessary.

3.0 Impact:

The objectives of PSHE are to enable our pupils to:

- Know and understand what contributes to a healthy lifestyle, being aware of safety issues
- Understand what makes for good relationships and develop respectful relationships with other members of the community
- Be independent and responsible members of a community, such as school
- Understand what is meant by 'Democracy' and be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Actively promote British Fundamental Values

4.0 Review:

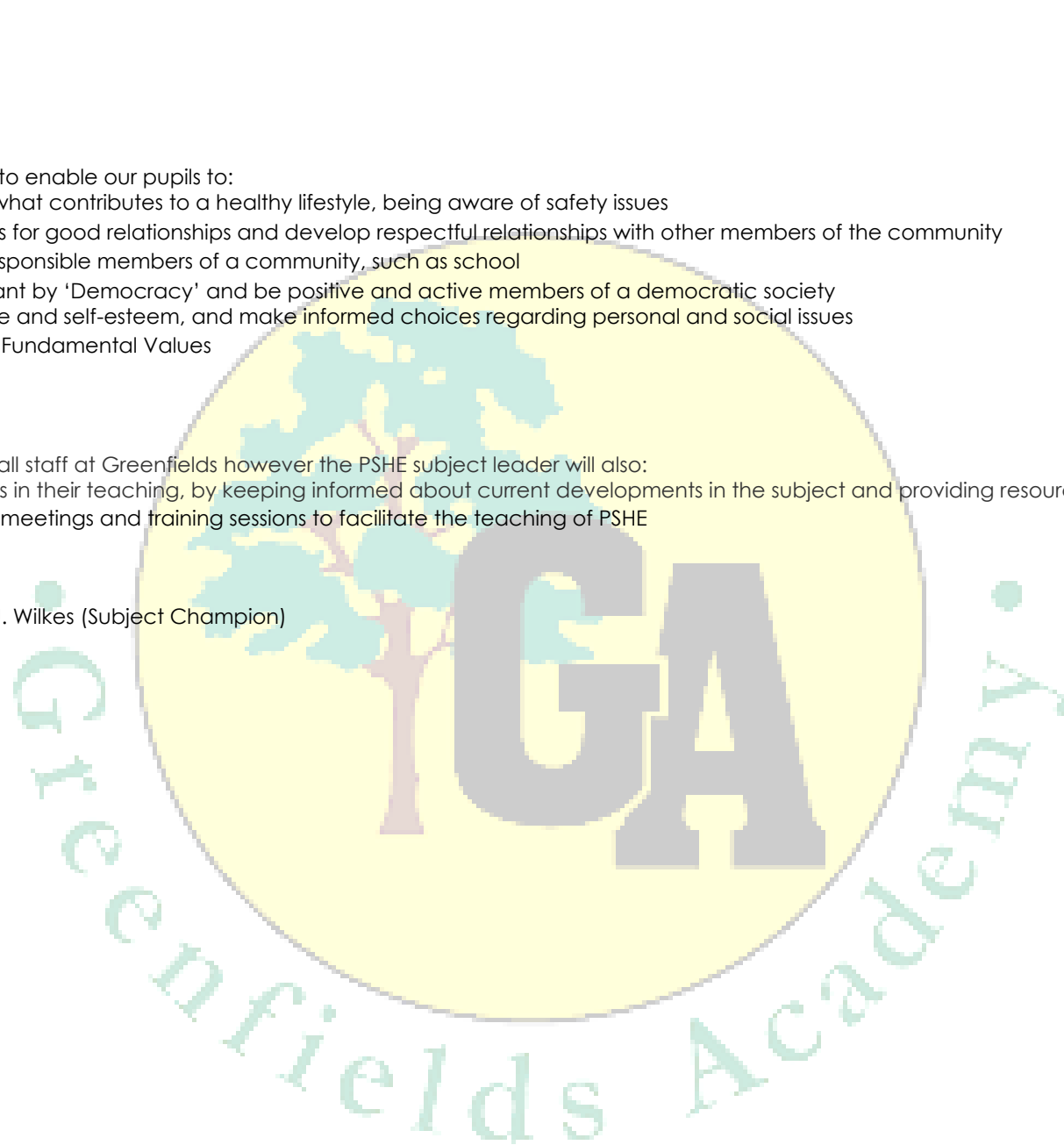
PSHE is the responsibility of all staff at Greenfields however the PSHE subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of PSHE

Written September 2023 – J. Wilkes (Subject Champion)

Reviewed: April 2026

Next Review: April 2027



Appendix 1:
Health & Wellbeing
Relationships
Living in the Wider World
Curriculum Sequence KS1 & KS2

Step 1	- This is me (identity) - How we grow - What are feelings? - Feelings & loss - How we play & learn - Staying safe	- Respect - Polite words - Sharing & taking turns - Being helpful - Being kind - Getting hurt	- All about rules - Online world - Online safety - Strengths & interests - Jobs & skills - Welcoming everyone	- Keeping clean - Healthy teeth - Fun in the sun - Healthy food - Eating well - Keeping fit & healthy	- People who care for me - What is a family? - Family & me - All about bodies - My body belongs to me - Asking for permission	- Caring for living things - Recycling - Plastic & pollution - Global warming - My classroom community - Community helpers
Step 2	- What is money? - Ways to pay - Earning money - Saving & spending - Wants & needs	- Healthy habits - All about teeth - Sleep routines - Medicines - All about feelings - BIG feelings	- Making friends - Being a good friend - Playing with others - Working with others - Manners & respect - Resolving conflict	- What is the internet? - Personal Data - Online Safety - Online information - Belonging to a community - Same/different (diversity)	- Human life cycle - Brilliant bodies - Safety & risk - Safety at home - Road Safety - Accidents & emergencies	- Feeling lonely - Bullying - Unkind words - Kindness - Secrets & surprises
Step 3	- Feelings & me - Resilience & self-esteem - Exercise & wellbeing - Grief & Loss - Personal identity - Strengths & interests	- Jobs & sectors - Careers & skills - Targets & goals - Career routes - Stereotypes	- Role models - Manners & politeness - Family & me - People who care for me - Caring for others	- Personal safety & risk - Fire safety - First Aid (Burns & Scalds) - Healthy eating - What is a habit? - Healthy choices	- Seeking permission - Privacy & boundaries - Friendship boundaries - Managing Needs - Respectful behaviour - Bullying or teasing?	- Rules & laws - Rights & responsibilities - Community Responsibility - E-safety - Age-appropriate content - Why is the news important?
Step 4	- Responsible spending - What is Fairtrade? - Value for money - Keeping track of money - What is advertising? - Gambling & risk	- Healthy lifestyles - Staying Healthy - First Aid (Allergies) - Germs & illness - Drugs & medicines - Vaccinations	- Internet and Screen Time - Age Restrictions - Communicating online - Online Relationships - Harmful content/ contact - Secrets	- Respecting Difference - Diverse communities - Prejudice & discrimination - Racism - Preventing bullying - Hurtful behaviour	- Growing up girls - Growing up boys - Changing emotions - Personal hygiene - Dental Hygiene - Sleep Hygiene	- Water Safety Code - Summer Safety - First Aid (Asthma) - Committed relationships - Honesty & trust - Positive Friendships
Step 5	- Asking for Help - What is social media? - Fake News - Fake Images - Digital Footprints - Bonfire Night	- Healthy Habits - Being Healthy – Diet - Being Healthy – Exercise - Physical health - Germs, bacteria & viruses - What is Mental health?	- Behaviour & respect - Friendships - Feeling left out - Peer pressure - Dares and Challenges - Bullying & hurtful behaviour	- Courtesy & manners - Success & achievement - Independence & Responsibility - Careers and Stereotypes - The environment – part 1 & part 2	- Understanding Emotions - Feelings and Emotions - Self-Esteem - Body Image - Boys's Puberty - Girls' Puberty	- Positive Relationships - Loving stable families - Love and Abuse - Online behaviour & risks - Stranger Safety
Step 6	- Medicine and Product Safety - Habits & addictions - Caffeine & energy drinks - What is alcohol? - Drugs - Vaping danger	- Disagreeing respectfully - Positive male role models - Cyberbullying and harassment - Online gaming danger - Group Chats - Online Privacy and Data	- Identity & community - Diversity in the UK - Protected Characteristics - What is money? - Attitudes about money - Money and the cost of living	- Puberty and Our Genes - Boy's puberty - Girls' puberty - Human Reproduction (Sex-Ed Part 1 - Conception) - Hormones & emotions - Mental health symptoms	- Grief, Change and Loss - Transition to Secondary School - Sun Safety - Personal Safety and Hazards - First Aid (Common Injuries) - First Aid (Life Support)	- Consent - Sexual Harassment - Attraction and Crushes - Starting a Family (Sex-Ed Part 2 – Sexual Intercourse) - Family and Commitment - Caring for Babies

Curriculum Sequence KS3 & KS4

Step 7	Step 8	Step 9	Step 10	Step 11
• Health & wellbeing introduction • Mental health introduction • Building resilience • Kindness & empathy • Online Safety • Dangers of vaping • Drugs introduction (double lesson) • Personal hygiene & oral health • Boys' puberty • Girls' puberty • Gratefulness	• Balanced diet & healthy food • Importance of exercise • Consequences of living unhealthily • Eating disorders • Social media stress • Group messaging and chats (double lesson) • Self-harm • Knife crime (double lesson) • Exploring identity (double lesson)	• Mental health stigma and language • Managing anxiety • Happiness & positivity (double lesson) • Sleep importance & hygiene • Healthy eating on a budget • Health advice & services • Prescription drugs & antibiotics • First aid & CPR (double lesson) • FGM & the law • Gambling risks	• Social media & resilience • Social media & loneliness • Deepfakes & malicious AI • Body image • Managing social anxiety • Cancer – self-examinations (double lesson) • Unplanned pregnancy • Nitrous oxide • Stress & exam performance • Mental Health • Sexual ethics and harmful sexual behaviour	• Compulsive, unwanted, & fixed behaviours • Criminal behaviour and mob mentality (double lesson) • Fertility & reproductive health (double lesson) • Chatbots, poor advice and misplaced affections • Neurodiversity • Personal safety and risk on the streets • Sugar & processed food (double lesson) • Suicide and prevention: What do we need to know? • Why are virginity testing and hymenoplasty illegal?
• Personal development & target setting • Importance of respect • Wants, needs & priorities • Self-Esteem & Resilience (double lesson) • Media Literacy • Racism introduction • Stereotyping • Protected characteristics • Career skills & qualities (double lesson) • Budgeting our money	• Attendance and punctuality • Ambitious, aspirational and realistic careers • Employability skills • Entrepreneurs • Saving and investing money • Teamwork • Sexism in Society • Ableism, visible and invisible disabilities • County Lines and gangs (double lesson) • Communication skills • Mental health at work and the wider world	• Personal finances • Financial exploitation and online scams (double lesson) • Succeeding in a changing and futuristic labour market • Online identity (double lesson) • How are we influenced by algorithms? • Importance of community • Anti-social behaviour and the consequences • Volunteering • Getting ready for KS4 and the options process (double lesson)	• Social media & personal validation • Hate crimes (double lesson) • Equity & equality (double lesson) • How will AI affect future careers (double lesson) • Employment rights & responsibilities • Tattoos, piercings & body modification • Making the most of work experience • Health & safety: employment and the law • The dangers of cybercrime & the dark web	• Choosing post-16 options • Personal safety & independent travel • Ideology and Extremism (double lesson) • Online privacy data protection • Cost of living crisis • Different types of employment • CVs, cover letters & job applications (double lesson) • Job interviews • Revision & study skills (double lesson)
• Healthy relationships • Importance of trust • Maintaining friendships (double lesson) • Antibullying • Peer pressure (double lesson) • Online grooming • Different families, stability & commitment (double lesson) • Falling in love and romantic feelings • Marriage	• British Values – tolerance & mutual respect • Masculinity in focus • Alcohol, risks and relationships (double lesson) • Cyberbullying and online trolls • Consent (double lesson) • Contraceptives (double lesson) • STIs and sexual health (double lesson) • Correctly using condoms	• Relationships in the media (double lesson) • Diverse Relationships • Gender Stereotypes • Gender Equality • Sexual harassment and the law • Misogyny (double lesson) • Pornography and our brains • Grief, loss and its digital legacy • Conflict management (double lesson)	• Coercive, exploitative and abusive relationships (double lesson) • Gaslighting and emotional abuse • Forced marriage • Divorce, separation & loss • Stalking, harassment and the law (double lesson) • Assessing readiness for sex • Abortion (double lesson) • LGBTQ+ rights • Adoption and fostering	• Language, microaggressions and bullying • Brain development throughout the life • Online dating • Role of pleasure • Parenting costs & considerations • Sexualisation of the media • Pornographic deepfakes and non-consensual images • Honour violence and killings • Responsible public health choices • Sextortion