



School Vision

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

At Poulton-le-Sands C of E Primary school we offer a broad and balanced curriculum which develops the moral, cultural, mental and physical development of all pupils. We believe that Health Education plays an important part in preparing children for the opportunities, responsibilities and experiences which they may encounter in their later lives, and as such it is an important part of our PSHE programme. The PSHE Association (2017) says that Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education identifying “the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils’ spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life”. Poulton-le-Sands Church of England Primary School PSHE curriculum, of which this policy is a part, reflects this aim.

Health Education at Poulton-le-Sands Church of England Primary School consists of the following components:

- Personal hygiene
- Safety
- Health and exercise
- Food and nutrition – healthy eating
- The environmental and psychological aspects of health – e.g. Sex and Relationships Education (see SRE policy), Drug & Alcohol education, Health and wellbeing Education.

Intent

- To promote health awareness;
- To promote moral, cultural, spiritual, mental and physical well-being of the pupils;
- To provide pupils with the information, guidance and support, which is necessary for their future lives;
- To provide consistency and continuity and progression across the school;
- To provide a healthy environment for everyone.

- Teach facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Objectives

- To promote pupils' understanding of the need to take care of their personal hygiene and presentation, understanding the features of their body and changes which occur.
- To promote pupils' understanding of the relationship between diet and health.
- To promote pupils' understanding of the role of exercise in maintaining good health.
- To develop pupils' awareness of safety in different environments including the use of computers and social media and to help them develop skills and strategies required to maintain their own and others safety.
- To encourage healthy and positive patterns of behaviour by promoting the quality of relationships between individuals in order to raise self-esteem and to establish a calm and positive ethos across the school.
- To develop pupils' ability to make decisions and solve problems.
- To make pupils aware of where to gain help and information.
- To work in partnership with parents to enhance learning.
- To develop mental/emotional health of all.

Curriculum Planning and Delivery

The Senior Leadership Team is responsible for co-ordinating PSHE throughout the school and the Health Education aspects of the curriculum.

We have agreed to follow the Coram scheme of work (SCARF), supported by our annual visit from the Life Education Centre. The materials were reviewed by staff, governors and parents. We follow this to ensure our policy is adhered to and that staff are confident in what they can and cannot teach. See Appendix.

Puberty is taught as part of PSHE and in correlation with science: human life cycles. It is the process of growing into an adult and becoming able to reproduce. This will be taught in Upper KS2; however, this may be brought lower, or taught to specific children, depending on the need of our pupils as the NHS states that puberty can begin as early as 8 for girls and 9 for boys. At Poulton-le-Sands CE Primary School, we believe teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. New subject content will give children the knowledge and capability to take care of themselves and receive support if problems arise.

The class teacher is responsible for delivering health education lessons with the support of the teaching assistant. We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as a worship or open evening, or involvement in an activity to help other individuals or groups such as charities. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers,

police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Online Safety:

As a school, we are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, we take this into account when planning how to support them in distinguishing between different types of online content and make well-founded decisions.

The internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. We teach our children in Computing and PSHE that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising).

Differentiation – inc. SEND and equal opportunities for inclusion:

At Poulton-le-Sands we strive to ensure that all children can succeed in their learning of the different aspects of PSHE. Therefore, teachers plan their teaching in their lessons with the needs of their particular class in mind. All pupils will be involved through careful differentiation to support them, at whatever stage of their learning – be it through stretching the more able learners or supporting our SEND children. Each class is supported by a teaching assistant who can be used to support children in smaller groups, revisit prior learning or to provide additional questioning and guidance where needed. The PSHE curriculum is delivered in accordance to the school's Equal Opportunities Policy.

Assessment

Assessment of pupils' performance is important in being able to recognise where children are and where they need to go in terms of knowledge and application of skills. Children are assessed in an ongoing fashion but there is not an official requirement to have written evidence of this assessment.

Monitoring and review

The Senior Leadership Team is responsible for monitoring the standards of children's work and the quality of teaching. The SLT supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The SLT is also responsible for providing an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Parental Consent

We will always consult with parents ahead of topics such as Sex Education and particular lessons that include high emotional content. We will provide examples of the resources that we plan to use as we know this can be reassuring for parents and it enables them to continue the conversations started in class at home.

Date reviewed: September 2025

Signed:

Mrs Hazel Lewis - PSHE Subject Leader

Next review date: September 2026

Appendix**Reception**

Me and My Relationships > All about me

All about me

What makes me special

Me and My Relationships > My Special People

Me and my special people

Who can help me?

Me and My Relationships > My Feelings

My feelings

My feelings (2)

Valuing Difference > Same and Different

I'm special, you're special

Same and different

Valuing Difference > Different Families and Homes

Same and different families

Same and different homes

Valuing Difference > Kindness and Caring

I am caring (formerly Kind and caring -1)

Kind and caring (2)

Keeping Myself Safe > Keeping my Body Safe

What's safe to go onto my body

Keeping Myself Safe - What's safe to go into my body (including medicines)

Safe indoors and outdoors

Keeping Myself Safe > Listening to my Feelings

Listening to my feelings (1)

Keeping Myself Safe > People who Help Keep me Safe

Keeping safe online

People who help to keep me safe

Rights & Responsibilities > Looking after Myself and my Friends

Looking after my special people

Looking after my friends

Rights & Responsibilities > Caring for my Environment

Being helpful at home and caring for our classroom

Caring for our world

Rights & Responsibilities > Looking after Money

Looking after money (1): recognising, spending, using

Looking after money (2): saving money and keeping it safe

Being my Best > Bouncing Back (growth mindset)

Bouncing back when things go wrong

Yes, I can!

Being my Best > Healthy eating

Healthy eating (1)

Healthy eating (2)

Being my Best > Exercise and Sleep

Move your body

A good night's sleep

Growing & Changing > Changes

Seasons

Life stages - plants, animals, humans

Growing & Changing > Life Stages

Life Stages: Human life stage - who will I be?

Where do babies come from?

Growing & Changing > Changing bodies

Getting bigger

Me and my body - girls and boys

Year 1

Health and Wellbeing > Healthy Lifestyles

Eat well

Our feelings

Harold's wash and brush up

Catch it! Bin it! Kill it!

I can eat a rainbow

Healthy me

Super sleep

Health and Wellbeing > Keeping Safe

Harold loses Geoffrey

Who can help? (1)

Harold's school rules

What could Harold do?

Health and Wellbeing > Growing and Changing

Harold learns to ride his bike

Then and now

Inside my wonderful body!

Keeping privates private

Taking care of a baby

Relationships > Healthy Relationships

Surprises and secrets

Good or bad touches?

Unkind, tease or bully?

Who can help? (2)

How are you listening?

Pass on the praise!

Sharing pictures

Relationships > Feelings and Emotions

Thinking about feelings

Harold has a bad day

Who are our special people?

Feelings and bodies

Relationships > Valuing Difference

It's not fair!

Good friends

Same or different?

Living in the Wider World > Rules, Rights and Responsibilities

Why we have classroom rules

Taking care of something

Our special people balloons

Basic first aid

Living in the Wider World > Caring for the Environment

Around and about the school

Living in the Wider World > Money

Harold's money

How should we look after our money?

Year 2

Health and Wellbeing > Healthy Lifestyles

My day

Harold's bathroom

Harold's postcard - helping us to keep clean and healthy

My body needs...

What does my body do?

Health and Wellbeing > Keeping Safe

How safe would you feel?

What should Harold say?

Harold's picnic

Respecting privacy

Health and Wellbeing > Growing and Changing

You can do it!

Sam moves away

Haven't you grown!

My body, your body

Relationships > Healthy Relationships

Should I tell?

Solve the problem

A helping hand

I don't like that!

Bullying or teasing?

Don't do that!

Types of bullying

Some secrets should never be kept

Feeling safe

Playing games

Relationships > Feelings and Emotions

How are you feeling today?

How do we make others feel?

My special people

Being a good friend

Let's all be happy!

Fun or not?

Relationships > Valuing Difference

An act of kindness

What makes us who we are?

Living in the Wider World > Rules, Rights and Responsibilities

Our ideal classroom (1)

Our ideal classroom (2)

When I feel like erupting

When someone is feeling left out

Getting on with others

Basic first aid

Living in the Wider World > Caring for the Environment

How can we look after our environment?

Living in the Wider World > Money

Harold saves for something special

Harold goes camping

Year 3

Health and Wellbeing > Healthy Lifestyles

Derek cooks dinner! (healthy eating)

Poorly Harold

Body team work

Health and Wellbeing > Keeping Safe

The Risk Robot

Safe or unsafe?

Helping each other to stay safe

Getting on with your nerves!

Alcohol and cigarettes: the facts

Help or harm?

None of your business!

Raisin challenge (1)

Health and Wellbeing > Growing and Changing

My special pet

Top talents

I am fantastic!

My changing body

Relationships > Healthy Relationships

Tangram team challenge

Looking after our special people

Danger or risk?

Body space

How can we solve this problem?

Friends are special

Zeb

Relationship Tree

Relationships > Feelings and Emotions

Secret or surprise?

Dan's dare

Relationships > Valuing Difference

Family and friends

Respect and challenge

Let's celebrate our differences

Living in the Wider World > Rules, Rights and Responsibilities

As a rule

Our friends and neighbours

For or against?

Thunks

Recount task

Super Searcher

Basic first aid

Living in the Wider World > Caring for the Environment

Let's have a tidy up!

My community

Our helpful volunteers

Harold's environment project

Living in the Wider World > Money

Can Harold afford it?

Earning money

Year 4

Health and Wellbeing > Healthy Lifestyles

Making choices

SCARF Hotel

Health and Wellbeing > Keeping Safe

Danger, risk or hazard?

Who helps us stay healthy and safe?

Picture Wise

Keeping ourselves safe

Know the norms

Medicines: check the label

When feelings change

Under pressure

Raisin challenge (2)

Health and Wellbeing > Growing and Changing

An email from Harold!

Moving house

My feelings are all over the place!

All change!

Preparing for periods (formerly Period positive)

Relationships > Healthy Relationships

Ok or not ok? (part 2)

Ok or not ok? (part 1)

Islands

Human machines

Can you sort it?

Together

Relationships > Feelings and Emotions

Different feelings

Secret or surprise?

How dare you!

Relationships > Valuing Difference

Friend or acquaintance?

What would I do?

What makes me ME!

Living in the Wider World > Rules, Rights and Responsibilities

How do we make a difference?

In the news!

The people we share our world with

Safety in numbers

That is such a stereotype!

It's your right

Basic first aid

Living in the Wider World > Caring for the Environment

Logo quiz

Volunteering is cool

My school community (1)

Harold's Seven Rs

Living in the Wider World > Money

Harold's expenses

Why pay taxes?

Year 5

Health and Wellbeing > Healthy Lifestyles

Smoking: what is normal?

Getting fit

It all adds up!

Health and Wellbeing > Keeping Safe

'Thunking' about habits

Jay's dilemma

Independence and responsibility

Spot bullying

Communication

Our emotional needs

Would you risk it?

Being assertive

Drugs: true or false?

Decision dilemmas

Play, like, share

Health and Wellbeing > Growing and Changing

Different skills

How are they feeling?

Growing up and changing bodies

Star qualities?

Dear Hetty

Changing bodies and feelings

Help! I'm a teenager - get me out of here!

Relationships > Healthy Relationships

It could happen to anyone

Taking notice of our feelings

Collaboration Challenge!

Give and take

Relationship cake recipe

Stop, start, stereotypes

Relationships > Feelings and Emotions

How good a friend are you?

Dear Ash

Ella's diary dilemma

Is it true?

Relationships > Valuing Difference

Qualities of friendship

Kind conversations

Happy being me

Living in the Wider World > Rules, Rights and Responsibilities

Local councils

What's the story?

Fact or opinion?

The land of the Red People

Basic first aid, including Sepsis Awareness

Living in the Wider World > Caring for the Environment

Rights, responsibilities and duties

My school community (2)

Mo makes a difference

Living in the Wider World > Money

Spending wisely

Lend us a fiver!

Boys will be boys? - challenging work-place gender stereotypes

Year 6

Health and Wellbeing > Healthy Lifestyles

Five Ways to Wellbeing project

I look great!

We have more in common than not

What is HIV?

Health and Wellbeing > Keeping Safe

It's a puzzle

Rat Park

What sort of drug is...?

Think before you click!

Traffic lights

What's the risk? (1)

Drugs: it's the law!

Alcohol: what is normal?

Joe's story (part 1)

Joe's story (part 2)

What's the risk? (2)

To share or not to share?

Pressure online

Health and Wellbeing > Growing and Changing

Is this normal?

Helpful or unhelpful? Managing change

Boys will be boys? - challenging gender stereotypes

This will be your life!

Media manipulation

Making babies

Relationships > Healthy Relationships

Solve the friendship problem

Working together

Let's negotiate

Behave yourself

Assertiveness skills (formerly Behave yourself - 2)

Don't force me

Acting appropriately

Relationships > Feelings and Emotions

Dear Ash

Dan's day

Relationships > Valuing Difference

Advertising friendships!

Respecting differences

OK to be different

Living in the Wider World > Rules, Rights and Responsibilities

Captain Coram 1 - Gin Lane: children's rights in the 18th century

Captain Coram 2 - Thomas Coram and the Foundling Hospital

Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity

Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century

Captain Coram 5 - Life for Foundlings in the 20th century

Captain Coram 6 - Coram today: children's rights in the 21st century

Our recommendations

Two sides to every story

Fakebook friends

Tolerance and respect for others

Democracy in Britain 1 - Elections

Democracy in Britain 2 - How (most) laws are made

Basic first aid, including Sepsis Awareness

Living in the Wider World > Caring for the Environment

Project Pitch (parts 1 & 2)

Community art

Action stations!

Happy shoppers

Living in the Wider World > Money

What's it worth?

Jobs and taxes