



Europa School UK
Thame Lane
Culham, Abingdon
Oxfordshire
OX14 3DZ
Tel: +44 (0)1235 524060
E-mail: reception@europaschool.uk
Website: <https://europaschooluk.org>

Europa School UK - PSHE Policy

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V1	12 May 2022	
V2	June 2026	Updated Policy based on new PHSE guidance – for implementation from September 20206
Review Date May 2027		

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to equip children with essential skills for life;

Developing the whole child through carefully planned and resourced lessons that expand the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The curriculum supports the active development of our Europa School culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

In Primary the School's Values are introduced discreetly through assemblies: Respect, Responsibility and Resilience. These are expanded upon through the PSHE relationships scheme of work.

In Secondary the school's values are taught throughout the curriculum in the IB Learner Profile and the IB Approaches To Learning. These are expanded upon through the PSHE curriculum and scheme of work taught once a week in timetabled PCD (Personal Cultural Development) lessons.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

In the Primary schools:

- We must teach Relationships Education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach Health Education under the same statutory guidance

In the Secondary schools:

- We must teach Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach Health Education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for Relationships and Sex education, and Health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships Education and Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. The policies can be found on the school's website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage Phase.

3.2 How we teach it

- PSHE lessons occur once per week across the school. In secondary, the lesson is called PCD – Personal and Cultural Development
- In secondary health education is taught as part of the PE and health education curriculum and sexual education is taught as part of the science curriculum. Health and sex education is also taught as part of the PSHE curriculum.
- The school considers that school trips are an important part of our curriculum learning. It develops social skills and team working. Residential trips are organised in both primary and secondary.
- The school uses the following outside agencies to deliver parts of the curriculum: NSPCC, IMPS, Hazard Alley, Oxford Health
- The lessons will take place in a pupil's usual classrooms and or assembly hall so that any special adaptation for disabled pupils will already be in place. The use of writing frames for tasks and online notes will be some of the provisions we will make to ensure the inclusion of all students.
- **How controversial topics or difficult questions from pupils are approached, such as by ensuring teachers do not let their personal beliefs and attitudes influence teaching.** The starting principle when teaching PSHE will be that the applicable laws should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Teachers will talk explicitly about the features of personal, social, health and economic education based on facts. The content will not reflect any staff personal beliefs, opinions or attitudes. Staff will use school values and the Relationship Education/Relationship and Sex Education policies to ensure that the lesson content reflects the school's standards.

- **How teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them** If any member of staff feels that the required teaching content covers areas that they do not have enough expertise in, training will be offered. If a member of staff feels that their own personal beliefs make content difficult to teach they must share this with SMT and alternative provision for students may be explored.
- Any teaching methods or resources you'll use In Primary the syllabus has been designed with reference to the DfE learning outcomes, PSHE Association planning documents and other high-quality resources, such as from the National Society for Prevention of Cruelty to Children (which have been designed to align with the PSHE Association curriculum). The teaching will include a mix of teacher input, class and group discussion, individual work, group work and collaborative creations. It is designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience.
- In secondary school the syllabus had been designed with reference to the DfE learning outcomes, PSHE Association planning documents and resources as well as other high quality, DfE approved resources from bodies such as the NSPCC.
- **Assessment methods used** The planning of the lessons will be to specific learning Intentions and assessment for learning opportunities are built into each unit. The children will be assessed against these during regular progress meetings.
- PSHE education is reported by class teachers on school reports in primary and via parent consultation evenings in secondary.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

They will ensure statutory requirements are met and monitor the effectiveness of PSHE provision

4.2 The headteacher

The headteacher is responsible for:

- Ensuring that PSHE is taught consistently across the school.
- Ensuring PSHE is appropriately staffed and resourced
- Supporting effective implementation
- Ensuring staff training, where needed

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Maintain a safe learning environment
- Follow safeguarding procedures

Primary PSHE coordinator: Anthony Considine

Secondary PCD coordinator: Lizzie Tolson

The coordinators are responsible for:

- Overseeing curriculum planning and delivery
- Monitoring teaching and assessment
- Supporting staff
- Reviewing resources and content
- Liaising with external agencies

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Pupils will follow agreed classroom expectations.

5. Monitoring arrangements

The delivery of PSHE is monitored by the pedagogical leadership teams in the primary and secondary school through:

planning scrutinies, learning walks, and lesson observations.

This policy will be reviewed by the principal every four years. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Relationship Education/ Relationship and Sex Education policy

Community values policy/ British values policy

Overview of content

EYFS	In the Early Years Foundation Stage (EYFS), PSHE is not typically taught as a standalone lesson. Instead, it is embedded throughout the curriculum and primarily delivered through the Personal, Social and Emotional Development (PSED) prime area. It focuses on three core strands: <u>Making Relationships</u> - Developing friendships: Learning to share, take turns, and play cooperatively with peers. - Empathy: Recognizing how their words or actions affect others and offering comfort to upset friends. <u>Self-Regulation and Managing Feelings</u> - Expressing emotions: Identifying and talking about their feelings (using stories and emotion cards) and learning how to calm down. - Understanding boundaries: Following classroom routines, understanding why rules are important, and learning right from wrong. <u>Managing Self and Building Confidence</u> - Independence: Managing their own personal hygiene (e.g., handwashing, using the toilet) and independently selecting activities. - Resilience: Learning to persevere when faced with a tricky task and developing confidence in their own abilities.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Celebrating me, you and our families Includes: Explore individuality Recognise similarities and differences Recognise different families Explain how families can care for each other	Being healthy Includes: Healthy lifestyles: sleep, healthy food and drink, physical activity, hygiene routines, brushing teeth, sun safety	Mental health and wellbeing Includes: Notice and name different types of feelings and thoughts Learn simple self-regulation strategies <i>(This topic will run throughout the year)</i>	Safety at home Includes: Hazards and risks in the home Food and drink choices Hygiene routines <i>(This topic will run throughout the year)</i>	Making friends: playing and Includes: How to listen, share and work together When and how to ask for permission Friendships: Being kind and falling out <i>(This topic will run throughout the year)</i>	Showing kindness to ourselves and others Includes: Feelings Kindness <i>(This topic will run throughout the year)</i>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Mental Health and wellbeing Includes: Explore a range of feelings and their intensity Strategies to manage feelings Introduce different kinds of change	Keeping safe online Includes: How online content can impact feeling Encourage pupils to make safe choices about what they watch or share online	Me, my body and staying safe Includes: How people change as they grow from young to old PANTS rules can help keep children safe	-	Safety outside the home Includes: Road and rail safety What is an emergency - how to get help from an adult or call 999	Looking back and moving on Includes: Extension and embedding activities
Year 3	Me, my friends and belonging Includes: Personal identity Friendship	Mental health and wellbeing Includes: Self-regulation strategies Managing worries	Building Healthy habits Healthy habits: healthier food and drink, maintaining dental health and regular physical activity	Making choices online Includes: How to protect information online How to make choices about online content Understanding age ratings	Keeping safe out and about Includes: Identify risk and keep safe in the sun, around railways and water	Looking out for each other Includes: The basics of first aid How to make an efficient call to the emergency services
Year 4	Mental health and wellbeing Includes: Self-regulation strategies Factors than can support wellbeing	Exploring ways to manage risk Includes: Assessing and managing risk in different contexts (e.g. fireworks, keeping safe at home, medicines, household products)	Forming respectful relationships Includes: Friendships Friendship challenges Kindness	-	Me, my body and growing up Includes: Physical and emotional challenges experienced during puberty	Families and growing together Includes: Diverse family structures How families can change

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Friendships, stereotypes and bullying Includes: Respectful relationships Challenging stereotypes	Mental health and wellbeing Includes: Noticing and naming emotions Managing distractions Changing thinking habits and managing worries		Respecting boundaries Includes: Personal boundaries PANTS rule <i>(Not covered - FGM in primary)</i>	Safe connections online Includes: Stay safe and manage risks if socialising online Cybercrime	Embedding healthy habits and learning first aid Includes: Healthy habits, such as sun safety, regular exercise and goal setting
Year 6	Mental health and wellbeing Includes: Explore strategies that support wellbeing	-	Changes in puberty Includes: Puberty, including increased independent and new sleep patterns Positive, healthy relationships	Drug education: assessing risk and managing influences Includes: Medicines, legal and illegal drugs Influences and pressure Tobacco, vaping and alcohol	Developing our AI literacy Includes: Different types of AI Opportunities, challenges and risks of AI	Looking to the future Includes: Transition to secondary school

PCD KS3 and KS4 Long-Term Curriculum Overview

Statutory Requirement

Non Statutory (until September 2027)

Includes Sex Education

S2	Health and Wellbeing	Personal Safety and	Belonging and Community	The Online World	Healthy and Unhealthy	Managing Money
S1	Emotional Wellbeing, Managing Change and Transition In this unit, students develop decision-making skills that support their lifestyle and their wellbeing. Students learn about transitions from childhood to adolescence and the set of pressures that impact on young people's well-being. <u>Learner Profile:</u> Communicators Reflective Risk Takers Balanced Principled Knowledgeable Inquirers Thinkers	Managing Friendship and Bullying This unit is an opportunity for students to explore the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents. Including on the roads, around water, and in relation to alcohol and other drugs. <u>Learner Profile:</u> Communicators Reflective Balanced Open-Minded Knowledgeable Risk Takers Principled	Families and Changing Relationships This unit focuses on how to create respectful and cohesive communities. It covers the role of families, including parents and siblings, and the role of each other in changing circumstances, such as divorce or separation. <u>Learner Profile:</u> Communicators Open-Minded Communicators Balanced Knowledgeable Balanced Communicators	Puberty and Keeping Safe This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms identify and report abuse. <u>Learner Profile:</u> Knowledgeable Communicators Principled Thinkers Knowledgeable Inquirers Thinkers	Relationships Influences on Relationships This unit introduces a range of relationships. Students consider issues facing them, including their expectations of, and attitudes towards, sharing relationships and gendered violence, and how to get support. Influences. <u>Learner Profile:</u> Principled Knowledgeable Reflective Inquirers Communicators Knowledgeable Principled Open-Minded Inquirers	Financial Decisions This unit builds on previous learning about financial decision making. This unit supports students to develop their financial literacy and managing bank accounts and different ways of saving in relation to money and spending. <u>Learner Profile:</u> Risk Takers Communicators Knowledgeable Knowledgeable Reflective Principled Inquirers Risk Takers

S3	Mental Health and Wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations. <u>Learner Profile:</u> Open-Minded Reflective Balanced Knowledgeable Communicators	Drug Education This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances. <u>Learner Profile:</u> Principled Knowledgeable Inquirers Thinkers	Managing Risk in relation to the law This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law. <u>Learner Profile:</u> Balanced Principled Knowledgeable Communicators Thinkers	Intimate Sexual Relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception. <u>Learner Profile:</u> Reflective Caring Balanced Principled Knowledgeable Inquirers Communicators Thinkers	Navigating Online Harms This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives. <u>Learner Profile:</u> Reflective Open-Minded Balanced Principled Knowledgeable Inquirers Thinkers	Careers and Future Choices This unit encourages students to start thinking about their career goals and future. <u>Learner Profile:</u> Reflective Open-Minded Risk Takers Knowledgeable Inquirers Communicators Thinkers
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S4	Financial Literacy for the Future This unit builds on previous learning about financial decision making and relates it to their future lives outside school. The unit explores financial responsibilities such as mortgages, tax, rent and student loans. <u>Learner Profile:</u> Risk Takers Balanced Principled Knowledgeable Inquirers	Exploring Consent and Recognizing Abuse This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse. <u>Learner Profile:</u> Reflective Caring Balanced Principled Knowledgeable Communicators Thinkers	Friendship, Diversity and Challenging Extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism. <u>Learner Profile:</u> Reflective Open-Minded Caring Balanced Principled Knowledgeable Communicators	Managing Influence This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour. <u>Learner Profile:</u> Reflective Caring Balanced Principled Knowledgeable Inquirers Communicators	Navigating The Online World This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images. <u>Learner Profile:</u> Reflective Balanced Principled Knowledgeable Inquirers Thinkers	Independence, Health Choices and Wellbeing This unit supports students to make informed, healthy and responsible health choices. <u>Learner Profile:</u> Principled Knowledgeable Inquirers Thinkers

	Thinkers			Thinkers		
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S5	Drugs and Personal Safety This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support. <u>Learner Profile:</u> Reflective Caring Principled Knowledgeable	Families, Fertility and Pregnancy This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy. <u>Learner Profile:</u> Caring Open-Minded Principled Knowledgeable	Safe Relationships and Sexual Health This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health. <u>Learner Profile:</u> Reflective	Online Financial Harms This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation. <u>Learner Profile:</u> Reflective Balanced Principled Knowledgeable Thinkers	Life Long Wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams <u>Learner Profile:</u> Reflective Open-Minded Risk Takers	
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	<i>Communicators Thinkers</i>	<i>Inquirers Communicators</i>	<i>Caring Balanced Principled Knowledgeable Communicators</i>		<i>Balanced Thinkers</i>	
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