



Anfield Road Primary School PSHE Education (including statutory health and relationships education) Policy

'The most powerful relationship you will ever have is the one you have with yourself.'
Steve Maroboli

Intent:

PSHE education is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future.

PSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society. (PSHE Association 2023)**

At Anfield Road Primary School, we believe that PSHE is the core ethos and underpins everything that we stand for.

Our PSHE curriculum is bespoke and tailored to what our children need to thrive within the community and wider world and help prepare our children for life in modern Britain. The PSHE curriculum reflects The Anfield Way, this encompasses our Anfield values of: ***freedom*** to celebrate our differences and similarities, ***respect*** of ourselves and others, ***responsibility*** to attend school every day, on time and well-presented and ***democracy*** in which we ensure that everybody behaves safely in a way that reflects our agreed Anfield values of being ***scouse and proud***.

By developing the PSHE curriculum using the PSHE Association Programme Builders and keeping in line with the Statutory RHSE Guidance, we have been able to develop a bespoke curriculum that suits the individual needs of each cohort preparing them effectively for the world in which they live. Our Personal, Social, Health and Economic (PSHE) education is designed to foster the holistic development of our students. We aim to provide a comprehensive and inclusive PSHE curriculum that equips our pupils with essential life skills, promotes emotional well-being, and prepares them for the challenges and responsibilities of the future.

This policy outlines the content that will be taught to the children at Anfield which will incorporate all of the statutory elements as set out in the [Department for Education Statutory document](#).

This policy and the curriculum materials that support the delivery of the objectives has been carefully put together with the support of a Local Authority Consultant and has been consulted on with various stakeholders. Through consultations with staff, parents, children and governors, we have developed a programme which will serve the children of our school and prepare them for their lives in Modern Britain today.

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Key Curriculum Objectives:

Our school's overarching aims and objectives for our pupils are to follow the school mission statement of 'Aim High.' This will instil our Anfield Values to our children in all that they do throughout their school life and in their lives as adults.

The ethos of our school is defined by the following six key features:

- Freedom
- Respect
- Responsibility
- Democracy
- Scouse & Proud
- Eco

These values are embedded throughout all school policies and are reinforced through our bespoke PSHE curriculum. Our curriculum delivers high quality lessons which instil the Anfield Values and address key issues which are pertinent to our young people and community today.

The PSHE policy will be sensitive towards the cultural and religious values of all the pupils within our school. PSHE provision is inclusive of all pupils and consistent with our school's equal opportunities policy. PSHE themes are taught within the context of family life taking care to ensure there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our curriculum has been developed using the approved national body for PSHE Education, the PSHE Association, programme builders (an overview of our curriculum is detailed at the end of the policy). From this, we have developed a curriculum overview which meets the needs of our pupils and covers the following key objectives:

1. **Emotional Well-being:** To support the emotional well-being of our students through a structured program that encourages self-awareness, resilience, and positive mental health.
2. **Healthy Lifestyles:** To promote healthy living by educating pupils on nutrition, physical activity, and the importance of maintaining a balanced lifestyle.
3. **Relationships and Respect:** To develop an understanding of healthy relationships, respect for diversity, and the importance of empathy, tolerance, and kindness.
4. **Economic Education:** To introduce economic concepts, financial literacy, and basic understanding of personal finance to empower students in making informed decisions.

DfE statutory guidance states that from September 2020, all primary schools must deliver Physical Health and Well-being Education (Health Education)

KS 1 & 2 Eight Topics:

- Mental well-being.
- Internet safety and harms.
- Physical health and fitness.

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- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body.

By teaching this content in a progressive way we will be able to ensure that our children meet our intended outcomes for them before embarking on their next stage of education. These intended learning outcomes are:

- ✓ Know and understand their role in society and to become adept in dealing with issues of conflict and by making healthy life choices.
- ✓ Understand they have a right to say no, understanding consent and that they can negotiate life online.
- ✓ Learn they have a responsibility to treat themselves, others, and the environment with care and due respect.
- ✓ Develop the skills of problem solving, learning to lead a healthy life both physically and mentally.
- ✓ Develop attributes to keep themselves happy, healthy and safe, as well as to prepare them for life and work.

Aims of our PSHE Education

Our PSHE curriculum aims to assist children in preparing for a happy and safe adult life by supporting them through their physical, emotional, and moral development. This takes into consideration specific aspects of life within our local community, taught through themed weeks such as Mischief Night and road safety during football events. This ensures that our curriculum is relevant and bespoke to the needs of our children and community. It is taught by helping our children to be free to understand themselves, respect others, and form and sustain healthy relationships, take responsibility to attend school, and through democracy follow our agreed school values. This includes providing them with opportunities to reflect on a variety of issues, beliefs, and viewpoints.

A key feature of effective PSHE education is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by approaching topics in a sensitive and mindful manner and discussing with children where and who they can access support from when needed. This approach extends beyond the classroom, meaning that the families of our young people can also access support from school professionals.

We celebrate the importance of local identity, encouraging children to be 'Scouse and proud'—recognising and valuing their heritage, culture, and the unique spirit of the community they belong to. Alongside this, we nurture a strong commitment to environmental responsibility, empowering children to make eco-friendly choices and take positive action to protect their world for future generations.

How we ensure that the curriculum is bespoke to our pupils:

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Our school is a sanctuary within the Anfield community. We have served the children of our community for 138 years and have worked consistently to meet the needs of each of these children. We have designed this PSHE curriculum to meet the emerging needs of our young people and adapting our teaching to respond to the changing demographic of our city.

Using the knowledge and experiences from our Safeguarding Team and school information such as attendance and CPOMS, we have ensured that our curriculum is bespoke for the individual needs of our young people. A strength of our Early Years is the Personal and Social Development of our children. Building on the foundations laid in Early Years, we encourage a cohesive approach to ensure that wider personal development is prioritized throughout our curriculum. Our progressive and age-appropriate curriculum builds upon prior knowledge and extends understanding each year. When each topic is revisited, the curriculum stretches a deeper and more comprehensive understanding whilst embedding the Anfield Values. This Spiral Approach ensures the curriculum is sequenced within and between KS1 and KS2 by ensuring that themes are consistent but developed age appropriately.

The curriculum prepares Years 5 and 6 pupils for the transition to high school by designing our Summer Term objectives to address “What will change as we become more independent? How do friendships change as we grow?”.

The curriculum prepares our young people for the complexities of modern life by designing objectives to address safety both online and offline “What keeps us safe?” or “How can we manage risk in different places?”

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by collaboratively designing a curriculum which addresses the identified needs of our young people. This includes addressing poor dental hygiene through “Teeth Week” and the importance of our young people understanding healthy relationships identified through the work of the Safeguarding Team and Operation Encompass data.

Position statement on sex education

As a school, we have taken the decision **not to teach** the children the non-statutory element of sex education (conception) in school.

In accordance with statutory guidance, the delivery of Relationships Education and Health Education within school will be limited strictly to the statutory elements as outlined in the Department for Education’s requirements. This includes content relating to physical health and mental wellbeing, with specific reference to the changes experienced during puberty and the development of adolescent bodies.

No additional content beyond what is required by the Key Stage 2 Science curriculum will be taught. This ensures that all provision remains within the boundaries of statutory expectations and reflects the age and developmental stage of pupils.

Right to withdraw:

Parents do not have the right to withdraw from the statutory parts of the PSHE Education. This includes the teaching of changes to the adolescent body and physical and mental changes during puberty.

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Therefore, in line with the position of school NOT to deliver non-statutory sex education, there is no right to withdraw from any content.

For any parents who wish to have sight of any materials used to teach these elements of health education, this can be arranged with prior organisation with the school. To do this, please provide a written request to the headteacher.

Implementation:

Teachers will use a variety of teaching methods, resources, and age-appropriate materials to deliver the PSHE curriculum effectively. These materials will be accessed through the PSHE Association so have been rigorously quality-assured to ensure that they are age-appropriate.

We will have themed weeks planned in to enhance the provision as well as weekly lessons to ensure the coverage of statutory content.

Adaptations to the curriculum will be made to ensure that the lessons meet the needs of all pupils and will consider the diverse learning styles and abilities of all learners.

When teaching PSHE lessons we will ensure all staff are confident to deliver the topic matter and will ensure that the lessons are conducted in a 'safe space' for children that will allow them to engage fully. We will ensure there is a safe learning environment and by dealing with questions sensitively.

At Anfield, we encourage the children to ask questions about the content they learn about and give them the opportunity to clarify their learning when they need to.

We will answer pupils' questions honestly and accurately in an age-appropriate way and within an agreed developmentally appropriate framework. Where questions arise, we will respond to these at a level that is appropriate for the developmental stage of the pupil and linked with the planned content of the lesson. Children will be responded to respectfully and questions dealt with sensitively by:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
- Staff have all received training on how to handle complex questions sensitively and children will not be discouraged from asking questions.
- If a question is believed to be intended to embarrass or to push the boundary within a lesson, staff will clarify the question and thank them for asking their question. They will check their understanding and request that the question is placed into the ask-it basket to be addressed later.
- The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor (link to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people

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- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
 - The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson
 - Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
 - There needs to be a safeguarding response

Teaching of PSHE Education

The teaching of PSHE Education at Anfield will be undertaken by trained members of staff who will hold responsibility for ensuring that the content, resources and delivery of the curriculum is appropriate and in line with the policy. Staff will continue to receive regular training to ensure that are confident to deliver lessons effectively and safely whilst ensuring the underpinning values of Anfield are upheld.

We acknowledge that children learn in many ways, and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning, we consider a range of learning styles, to ensure that we offer opportunities for children to learn in different ways. We will deliver our PSHE learning through various methods which best suit the pupils, the content and the intended outcome of lessons. These may include tasks such as those listed below:

- Research and finding out.
- Whole class work.
- Group work (in groups selected for different reasons).
- Paired work.
- Individual work.
- Independent work, which is child led and directed.
- Selecting and using relevant resources to support learning.
- Asking and answering questions.
- A range of strategies that promote visual, auditory and kinaesthetic learning.
- Use of IT resources.
- Debates, discussions, oral presentations.
- Role-play, hot-seating, freeze-frame, and other drama techniques.
- Watching television and film clips.
- The use of correct medical terminology at an age-appropriate level.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, reflect on how they learn, what helps them learn, and how to overcome challenges in their learning.

Responsibility for the implementation of this policy



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The PSHE team are responsible for the implementation of this policy. The headteacher and senior management team will oversee the policy and teachers at school will be involved in its formulation. Parents and carers will be informed of the final policy via the school's website.

Monitoring and evaluation

Ongoing monitoring and evaluation of the implementation of the PSHE curriculum will happen on a regular basis by the PSHE Team. This will be quality assured by the input of an external consultant to ensure that the delivery, recording and assessment of the curriculum is of the highest standards for the children at Anfield.

Through our commitment to providing the best possible Personal Development Curriculum for our children. After achieving Bronze, and Silver status, we are now working towards achieving Gold Standard accreditation in The Lancashire Learning for Life award.

Documents referred to in the compilation of this policy:

- DfE Statutory Guidance on Relationships Education.
- Relationships and Sex Education (RSE) and Health Education (2019).
- Children and Social Work Act (2017).
- Equality Act (2010).
- Keeping Children Safe in Education.
- Documents from the PSHE Association – Programme of Study (2020), Programme Builders (2020)

This policy will be reviewed annually to ensure it remains in line with statutory guidance and continues to meet the evolving needs of our students and the wider community.

Headteacher signed: _____

Deputy Headteacher Signed: _____

PSHE Team Signed:

	Staff	Governors	Pupils	Families	LCC LA PSHE Consultant
Consultation has taken place:	Date: 24/1/24	Date: TBC	Date: Spring Term 1	Date: 21/2/24	Date: Ongoing support throughout.
Date formally approved by Governors:	October 2025				
Date policy became effective:	September 2025		Review Date: July 2026 (to reflect new RSHE guidance for implementation for September 2026)		
Person(s) responsible for implementation & monitoring:	Headteacher Deputy Headteacher and wider safeguarding and PSHE Team				

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