

Greenford School



PERSONAL, SOCIAL, HEALTH, AND ECONOMIC EDUCATION POLICY

Reviewed and Agreed: October 2026

Next Review Date: October 2027

Rationale

At Greenford CE Primary School, our Christian vision is rooted in the belief that every child is unique, valued and an important part of our school community.

As a Church of England school, this reflects our commitment to “encourage one another and build each other up.” – Thessalonians 5:11.

This reflects our commitment to helping children develop confidence, resilience and a positive sense of themselves while learning how to support and care for others.

Our PSHE curriculum supports our vision of Growing Together and Preparing for Life by providing children with opportunities to develop their knowledge, skills and understanding of themselves, their relationships and the wider world. It also reflects our Christian value of Respect by encouraging children to value themselves and others, make responsible choices and show kindness and compassion.

We believe that PSHE should be relevant, inclusive and responsive to the needs of our children and our school community. We aim to provide a safe and supportive environment where children can develop the skills, confidence and resilience they need to flourish and prepare for life.

Intent:

At Greenford Primary School, we aim to create and deliver a comprehensive Personal, Social, Health, and Economic (PSHE) education curriculum that aligns with statutory guidance and fulfils the PSHE Association's programme of study requirements. Our spiral curriculum design ensures that essential topics are revisited regularly, allowing children to deepen their knowledge and skills as they advance through their education.

To achieve our intent, we will:

1. **Create a Spiral Curriculum:** We will plan a PSHE curriculum that covers the statutory guidance and is fully mapped to the coded requirements of the PSHE Association's programme of study. This will ensure a cohesive and progressive approach to PSHE education.
2. **Promote Inclusivity and Support:** We are dedicated to delivering an inclusive curriculum that both challenges and supports every child. We will use adaptive teaching methods by setting high learning goals while offering different levels of support and tailored resources. When needed, instructions will be adjusted to ensure all children can actively participate and develop important life skills.
3. **Use Baseline and Formative Assessments:** We understand the importance of identifying children's starting knowledge and monitoring any learning gaps. Regular baseline and ongoing assessments will be used to measure progress and guide teaching adjustments to meet each child's individual needs. This ensures our instruction remains responsive and effective in delivering a curriculum that positively supports every child's development.

Implementation:

To ensure the effective implementation of our PSHE curriculum, we will:

1. **Provide Professional Development:** We will designate a suitably trained PSHE Lead who will support teachers in delivering high-quality PSHE education. Our school will offer ongoing professional development opportunities to enhance teachers' knowledge of PSHE subject matter and pedagogical strategies.
2. **High-Quality PSHE Resources:** We will use high-quality, age-appropriate resources to support the delivery of our PSHE curriculum. Resources will be carefully selected to align with our curriculum intent, statutory requirements and the PSHE Association's framework. They will support engaging and inclusive teaching, provide opportunities for assessment and ensure clear progression in children's knowledge, understanding and skills.
3. **Support English, Mathematics and Science Skills:** Our PSHE curriculum will incorporate varied and well-planned activities that support the development of English, Mathematics and Science skills. This approach will reinforce the importance of these subjects and provide opportunities for children to apply their knowledge in real-life contexts, fostering a holistic understanding of PSHE.
4. **Teachers will be supported with clear curriculum planning, progression documents and appropriate teaching resources to enable consistent and effective delivery of PSHE across the school.** Resources will be adapted where necessary to meet the needs of individual children and classes, while ensuring that the intended knowledge and skills are taught progressively. This will enable teachers to focus on meaningful discussion, responsive teaching and helping children apply their learning to real-life situations.

Impact:

The impact of our PSHE provision will be measured through the following:

1. **Preparedness for Life:** Our PSHE curriculum is designed to prepare children for their future by supporting smooth transitions to secondary school and equipping them with the essential skills needed for further education, employment, and training.
2. **Academic Performance:** We will monitor and evaluate the impact of our PSHE curriculum on academic performance. Research shows that well-delivered PSHE education can contribute to improved academic outcomes, particularly for disadvantaged children. We will strive to close attainment gaps and support the holistic development of our children.
3. **Children's Well-being and Resilience:** Our PSHE curriculum is designed to promote children's well-being, emotional resilience, and decision-making skills. We will regularly evaluate how our program supports their mental health, emotional awareness, and capacity to manage challenges confidently.

4. Review and Evaluation: This policy will be reviewed annually to ensure its effectiveness and relevance. We will gather feedback from teachers, children, and parents to continually refine and improve our PSHE curriculum. Regular evaluation and reflection on the intent, implementation, and impact of our PSHE provision will inform future planning and enhance the overall quality of education at Greenford School.

Greenford Primary is committed to providing a high-quality PSHE curriculum that promotes the well-being, personal development, and future success of our children.

Signed.....

Signed.....

Date.....

Date.....

Chair of Governors

Headteacher