



Personal, Social, Health and Economic (PSHE) Education Policy

2026–2027

Policy owner	Jo Langridge PSHE Subject Leader
Approved by	Curriculum and Data Committee / Governing Body
Date approved	Autumn 2026
Effective from	1 September 2026
Next review	Autumn 2027, or earlier if guidance changes

1. Statement of intent

At Thames Ditton Infant School, PSHE education is an essential part of our curriculum and wider provision for personal development. It supports pupils to develop the knowledge, skills, vocabulary and attributes they need to keep themselves healthy and safe, build positive relationships, manage emotions, make informed decisions and participate positively in school and the wider community.

Our PSHE curriculum is underpinned by the school values of Honesty, Resilience, Independence, Kindness, Respect and Co-operation and supports our vision: Thrive · Discover · Inspire · Succeed.

2. Statutory and curriculum context

PSHE as a subject is broader than the statutory Relationships and Health Education requirements. At TDIS, PSHE provides the curriculum framework through which statutory Relationships Education and Health Education are taught alongside wider, non-statutory learning such as citizenship and economic wellbeing.

This policy has regard to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for introduction from 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017.
- Equality Act 2010 and the Public Sector Equality Duty.
- Keeping Children Safe in Education, current statutory version.
- SEND Code of Practice: 0 to 25 years.
- Early Years Foundation Stage statutory framework.
- National Curriculum requirements, including Science and Computing.

The school's separate Relationships and Health Education Policy provides further detail about statutory Relationships and Health Education, safeguarding content, parental consultation and withdrawal arrangements.

3. Curriculum aims

Through PSHE education, TDIS aims for pupils to:

- develop positive self-esteem, self-awareness, resilience and emotional literacy;
- understand how to support their physical and mental health and wellbeing;
- build and maintain healthy, respectful and caring relationships;
- recognise similarities and differences and treat others with dignity and respect;
- understand personal boundaries, privacy, permission-seeking and how to keep themselves safe;
- develop safe and responsible behaviours online;
- recognise bullying, prejudice, discrimination and harmful stereotypes and know how to seek help;
- develop age-appropriate understanding of money, choices and economic wellbeing;
- understand simple concepts of community, responsibility, rules and citizenship;
- develop the vocabulary and confidence to express feelings, ask questions, report worries and seek help;
- be prepared for transition and the opportunities, responsibilities and experiences of later life.

4. Kapow Primary RSE & PSHE curriculum

From September 2026, TDIS uses the revised Kapow Primary RSE & PSHE scheme as the core resource for PSHE education. The scheme is designed to meet the updated statutory Relationships and Health Education guidance and provides progression from EYFS through primary education.

Kapow Primary's 2026 curriculum is structured as a progressive, spiral curriculum. Important knowledge, vocabulary and skills are revisited with increasing depth so pupils can build on prior learning and apply it in different contexts.

The statutory content is organised by Kapow Primary through six key areas:

- **My healthy self**
- **Connecting with others**
- **The online world**
- **Staying safe**
- **Health protection**
- **Growing up**

Kapow Primary also includes wider PSHE learning, including citizenship and financial/economic education. These non-statutory elements contribute to pupils' broader personal development and are included within the TDIS curriculum where appropriate.

5. EYFS and Key Stage 1

In Reception, PSHE is closely aligned with the EYFS statutory framework, particularly Personal, Social and Emotional Development. Learning is integrated through daily routines, relationships, continuous provision, stories, discussion and planned Kapow Primary learning.

In Years 1 and 2, PSHE is taught through planned Kapow Primary RSE & PSHE units. The subject leader maintains the long-term plan and uses Kapow Primary progression and statutory mapping documentation to ensure coherent sequencing and full coverage of statutory content.

6. Teaching and learning

PSHE is taught regularly across the school. Kapow Primary is designed for weekly teaching, supporting pupils to revisit and secure important knowledge over time. PSHE is also reinforced through assemblies, safeguarding education, Computing, Science, PE, RE where relevant, themed activities and everyday school life.

Teaching approaches include discussion, stories, role play, scenarios, practical activities, reflection, questioning and teacher modelling. Staff establish appropriate ground rules so pupils can participate safely and respectfully. Lessons focus on knowledge and skills and do not require pupils to disclose personal experiences.

7. Safeguarding

PSHE is an important part of the school's preventative safeguarding curriculum. Pupils are taught age-appropriate knowledge about trusted adults, personal boundaries, privacy, body autonomy, safe and unsafe touch, online safety, recognising unsafe feelings and how to report concerns.

Where a pupil makes a disclosure or raises a safeguarding concern, staff follow the Safeguarding and Child Protection Policy and report the concern promptly to the DSL or a Deputy DSL. Staff do not promise confidentiality.

8. Equality, diversity and inclusion

PSHE is taught in accordance with the Equality Act 2010. The curriculum promotes respect, challenges prejudice and stereotypes and reflects that families and communities are diverse. Teaching is factual, sensitive, age-appropriate and does not unlawfully discriminate.

Pupils learn that people and families can be different and that everyone should be treated with dignity and respect. Learning relating to protected characteristics is integrated appropriately within the curriculum and wider school provision.

9. SEND and accessibility

PSHE is accessible to all pupils. Teachers adapt Kapow Primary lessons and resources where necessary to meet pupils' communication, sensory, cognitive, social and developmental needs. Reasonable adjustments may include visual supports, simplified language, repetition, pre-teaching, additional modelling, smaller-group work or individual support.

Staff recognise that some pupils with SEND may be particularly vulnerable to bullying, exploitation, coercion or misunderstanding social situations. Safeguarding learning is therefore taught explicitly and revisited as necessary.

10. Sensitive questions

Pupils are encouraged to ask questions. Teachers answer questions honestly, factually and sensitively, taking account of the pupil's age and developmental stage. Questions unsuitable for whole-class discussion may be answered individually or discussed with the PSHE Subject Leader or DSL. Parents may be involved where appropriate, provided this does not compromise safeguarding.

11. Resources and quality assurance

Kapow Primary lesson plans, resources, videos, teacher guidance and CPD materials form the principal teaching resource. The PSHE Subject Leader oversees implementation and checks that resources used are factually accurate, age and developmentally appropriate, inclusive and accessible.

Supplementary materials, including safeguarding and online-safety resources, may be used where they strengthen learning or respond to an identified need. Any supplementary or external-provider material is reviewed before use.

12. Working with parents and carers

TDIS recognises parents and carers as important partners in children's PSHE education. The school provides clear information about curriculum content and, particularly for Relationships and Health Education, enables parents to understand what will be taught and to view relevant materials on request.

The school consults parents when developing or reviewing its Relationships and Health Education provision in accordance with statutory guidance. Further details, including withdrawal arrangements relating to any non-statutory primary sex education, are contained in the Relationships and Health Education Policy.

13. Assessment

Assessment in PSHE is formative and supports teaching and learning. Teachers use Kapow Primary assessment opportunities alongside discussion, questioning, observation, pupil reflection and appropriate recorded outcomes to identify what pupils know, understand and can apply.

Assessment does not judge pupils' personal beliefs, family circumstances or individual experiences. Information gathered is used to identify misconceptions, adapt teaching and support progression.

14. Monitoring and impact

The PSHE Subject Leader monitors implementation through curriculum planning, Kapow Primary progression documents, learning walks, lesson visits, pupil voice, appropriate work scrutiny and discussion with staff. Monitoring considers curriculum coverage, sequencing, pupil knowledge, accessibility and the quality of teaching.

The intended impact is that pupils increasingly demonstrate the knowledge, vocabulary and skills needed to maintain positive relationships, manage their wellbeing, make safe choices, seek help and contribute positively to their community.

15. Roles and responsibilities

- The Governing Body provides strategic oversight and ensures statutory Relationships and Health Education duties are met.
- The Headteacher has overall responsibility for implementation, resourcing, safeguarding and curriculum quality.
- The PSHE Subject Leader leads curriculum planning, progression, resource quality assurance, staff support, monitoring and parent information.
- The DSL ensures safeguarding priorities and emerging risks inform preventative education.
- Class teachers deliver the planned curriculum consistently and adapt provision to pupils' needs.
- All staff reinforce PSHE learning by modelling respectful relationships, inclusive language and the school's values.

16. Staff development

Staff receive appropriate training and curriculum support. Kapow Primary's teacher guidance and CPD materials are used to strengthen subject knowledge and confidence. Additional training is provided where monitoring, statutory changes or safeguarding priorities identify a need.

17. Links to other policies

- Relationships and Health Education Policy
- Safeguarding and Child Protection Policy

- Relationships and Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- SEND Policy and Accessibility Plan
- Equality Information and Objectives
- Science Policy
- Computing Policy
- Teaching and Learning Policy

18. Review

This policy will be reviewed annually by the PSHE Subject Leader and school leadership and approved through the school's governance arrangements. It will be reviewed sooner where statutory guidance, Kapow Primary curriculum documentation, safeguarding priorities or the needs of pupils require amendment.

Appendix 1 – Curriculum structure at TDIS

Phase	Delivery	Curriculum emphasis
Reception	Kapow Primary Reception RSE & PSHE, EYFS provision and wider school curriculum	Self-regulation; managing self; building relationships; health and wellbeing; safety; families and friendships; feelings and help-seeking.
Year 1	Kapow Primary 2026 RSE & PSHE units and wider curriculum	Progressive learning across Kapow's statutory key areas, plus age-appropriate citizenship and economic wellbeing.
Year 2	Kapow Primary 2026 RSE & PSHE units and wider curriculum	Further development and application of knowledge across Kapow's statutory key areas, plus age-appropriate citizenship and economic wellbeing.

Appendix 2 – Key areas in the Kapow Primary 2026 curriculum

Key area	Broad focus
My healthy self	Mental and physical health, wellbeing and healthy choices.
Connecting with others	Relationships, families, friendships, respect and positive interaction.
The online world	Safe, responsible and respectful behaviour in digital environments.
Staying safe	Personal safety, boundaries, recognising risk and seeking help.
Health protection	Age-appropriate knowledge and habits that help pupils protect their health.
Growing up	Age-appropriate learning about bodies, development, change and growing up.