



Personal, Social, Health, Economic Education and Citizenship, Spiritual, Moral, Social and Cultural Development (PSHE) Policy and Syllabus

Nursery - Year 6 including EYFS
(Health Education 2025 and Online Safety)

Please also see the Falkner House RSE Policy

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1. Introduction & Whole-School Organisation

Falkner House aims are to:

- ensure that all children achieve a high standard of work across the curriculum
- provide a broad curriculum with progression through the years
- provide a caring and happy atmosphere
- provide an appropriate set of expectations for each individual child
- develop self-confidence and self-esteem
- encourage an ability to form easy relationships with both peers and adults
- encourage a sense of individual pride in all school and personal activities
- instil a wide variety of life skills

This policy which meets our aims and ethos, sets out the aims, organisation, and scheme of work for the teaching of PSHE, Citizenship, and Spiritual, Moral, Social and Cultural (SMSC) development at Falkner House from Nursery to Year 6.

PSHE as well as RSE at Falkner House is delivered not only through dedicated lessons, but it is also embedded within the fabric of everything we do. From assemblies to cross-curricular learning, pastoral care, and the wider culture of the school. Every aspect of school life underpins PSHE: teams are congratulated whether they win or lose, all of a class's art work is displayed, concerts and drama productions are chosen so that all can participate; Falkner House does not endorse, or have, a "star pupil" philosophy. Whilst the children are always congratulated for their efforts, Year 6 secondary results are made light of in public and scholarship winners are not singled out. Through every aspect of school life, pupils are encouraged to develop the understanding that staff can be trusted to help in any situation. Above all, the school provides a secure environment for the pupils to talk to and consult with adults who can give help if and when it is required. PSHE and RSE at Falkner House therefore supports the personal, social, emotional, and moral development of pupils and promotes healthy relationships, mental wellbeing, safeguarding awareness, and responsible citizenship. It is closely linked with RSE, and the two are often taught together, as reflected in our syllabus in the Appendix.

All staff contribute to the delivery of PSHE through consistent modelling of respectful relationships, kindness, inclusion, resilience, and responsibility. Pupils are encouraged to understand that trusted adults in school are available to support them with any concern or difficulty.

Parents are reminded annually that the PSHE policy and curriculum are available on the school website. Parents' and pupils' views are welcomed, and significant curriculum changes are discussed with parents where appropriate.



Safeguarding is central to PSHE and RSE teaching at Falkner House. Pupils are taught how to recognise risk, develop healthy relationships, understand personal boundaries, stay safe online, and seek help when needed. Any safeguarding concerns arising from PSHE lessons are managed in accordance with the school's safeguarding and child protection policy and referred to the DSL where appropriate.

2. Curriculum Delivery

PSHE is delivered through dedicated timetabled lessons, assemblies, discussion-based activities, role play, practical activities, educational visits, and responsive teaching linked to current affairs or issues arising during the school day.

Teaching is age-appropriate, carefully sequenced, and adapted to meet the needs and developmental stage of all pupils, including pupils with SEND.

The majority of PSHE resources are developed internally and reviewed by staff to ensure suitability and relevance for Falkner House pupils.

To support pupils' wellbeing and reduce online distraction and cyberbullying risks, Falkner House maintains a mobile-phone-free environment during the school day.

3. Guiding Principles & Character Development

The PSHE curriculum is strengths-based and promotes positive personal development rather than fear-based approaches. Teaching seeks to develop:

- **Resilience & grit:** Developing perseverance, the ability to cope with setbacks or failure, learning from mistakes, and continuing to work towards long-term rewards.
- **Core virtues:** Honesty, integrity, courage, humility, kindness, generosity, trustworthiness, self-respect, and a strong sense of justice.
- **Mental wellbeing:** Teaching pupils about emotional health, managing pressure or stress, and normalizing discussions surrounding mental health as a routine part of daily life.



4. Citizenship, Fundamental British Values & Community

Falkner House actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. The school encourages respect for diversity and promotes an inclusive culture in accordance with the Equality Act 2010. All faiths and none are welcome within the school community.

- Cultural celebration: We celebrate and commemorate a wide array of cultural and national events to promote understanding, respect, and community cohesion, including St. Patrick's Day, St. George's Day, Burns Night, Royal Weddings/Jubilees, Diwali, Eid, Yom Kippur, Chinese New Year, and Jewish New Year. An annual Remembrance Day and Carol Service are held locally.
- Democracy in action: Every opportunity is taken to explain the benefits of living in a functioning democracy in age-appropriate ways throughout the school day. Pupils are listened to, and their views are enacted via fundraising choices, library book selections, charity choices, and the School Council.
- The Eco Council: Composed of democratically elected representatives from each class, the Eco Council meets regularly, reports back to forms, and genuinely effects operational school change (e.g., recycling schemes and competitions).
- Active citizenship: The school actively seeks out external speakers to visit and discuss social action, active citizenship, and voluntary service to others.

5. Safeguarding, Online Safety & Wellbeing

PSHE contributes significantly to the school's safeguarding responsibilities. Falkner House pupils are taught:

- how to recognise unsafe situations and seek help
- healthy relationships, consent, privacy, and personal boundaries
- online safety, including cyberbullying, grooming, coercion, misinformation, harmful content, and exploitation
- the risks associated with image sharing, social media, and emerging technologies including AI-generated content and deepfakes
- how to report concerns and access support from trusted adults

Falkner House teaching reinforces that abuse, exploitation, or bullying are never the fault of the child. Online safety education is delivered through PSHE, IT, assemblies, and the wider safeguarding curriculum.



6. Cross-Curricular Integration

PSHE and SMSC development are supported across the curriculum.

English supports discussion of empathy, respect, justice, and relationships through literature and debate.

Mathematics and Science promote collaboration, communication, and resilience through group work and investigation.

Geography explores global interdependence, diversity, and cultural understanding.

History supports understanding of democracy, law, liberty, and social change.

Religious Education encourages reflection on moral, ethical, and cultural issues within a multicultural society.

7. Teaching & Monitoring

PSHE teaching is regularly reviewed by senior leaders to ensure that provision remains relevant, effective, age-appropriate, and responsive to pupils' needs and current safeguarding guidance. Class teachers are responsible for ensuring curriculum coverage, supported by ongoing reinforcement through assemblies, pastoral care, and daily school life.

Teaching methods include discussion, role play, practical activities, collaborative work, and opportunities for reflection.

8. Post-11+ Provision

Following the completion of entrance examinations, Year 6 pupils follow an extended enrichment curriculum with increased emphasis on PSHE, independence, wellbeing, and preparation for secondary school.

This may include:

- first aid training
- residential visits
- personal safety education
- introductory economics and politics
- transition preparation and study skills

Programmes are selected annually according to pupil needs, educational value, and safeguarding suitability.



APPENDIX - CURRICULUM

Year Group	Key PSHE & RSE Topics
Nursery & Reception	Listening, sharing, and teamwork. Personal hygiene (toothbrushing/handwashing). Introduction to basic Water Safety.
Year 1 & 2	Naming body parts using correct anatomical terms. Risk assessment: "Stranger danger" vs. asking for help. Rail and Road Safety awareness. Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate."
Year 3 & 4	Respecting differences (race, religion, appearance). Introduction to Deepfakes and AI safety. The health risks of Vaping.
Year 5	Online Financial Harms (Loot boxes and scams). Puberty and menstruation (biological facts). Gender stereotypes: teaching how stereotypes can be unfair, negative or destructive. Assertiveness vs. aggression.
Year 6	Misogyny and influencer culture awareness. How social media algorithms can 'push' certain types of content. Mechanics of procreation (Science). Post-11+ curriculum: Basic economics, politics, and First Aid (including choking and dialling 999).



RSE & PSHE Nursery	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions. Sharing, Teamwork, taking turns and fairplay (also within PE SoW). Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Reception
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Health & Wellbeing	Good eating habits and staying healthy
	Dressing independently
	Introduction to basic water safety
Fundamental British Values	Individual liberty within a community: local area



RSE & PSHE Reception	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, all of whom hail from different backgrounds and cultures, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	What makes a family–, different kinds of families, family life, being cared for
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Nursery
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Health & Wellbeing	Good eating habits and staying healthy
	Dressing independently
	Introduction to basic water safety
Economics	Shops and shopping
Fundamental British Values	Individual liberty within a community: local area



RSE & PSHE Year 1	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious.
	Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate"
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental British Values	Rule of Law: Why do we have rules? What is right and wrong?
Economics	Economic education – jobs in the community
Relationships	Managing secrets, and getting help
Health & Wellbeing	Good eating habits and staying healthy
	Basic road and water safety
	Risk assessment – stranger danger v. asking for help.
	Rail and Road Safety awareness.
Topic	Specific to year group
Fundamental British Values	Individual liberty and rule of law: honesty and truthfulness
Health & Wellbeing	Naming body parts (within science) using correct anatomical terms.



RSE & PSHE Year 2	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate"
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental British Values	Rule of law: stealing
	Different faiths in the UK community (within RE)
Mental Health	What am I good at? Individual worth
Health & Wellbeing	Risk assessment – stranger danger v. asking for help
	Rail and Road Safety awareness.
Topic	Specific to year group
Relationships	Belonging to a family, bereavement, birth, sibling rivalry and jealousy, features of family life. Looking at bereavement in more detail: we teach the children that grief, loss and loneliness are natural human experiences.
Safety	Recognising privacy; staying safe; seeking consent
	Emergency services and how they work – dial 999
	Safety in the home (within science)
Economics	Money
Fundamental British Values	Democracy and Rule of Law: Difference between our monarchy and our government. Houses of Parliament.
	What is democracy?



RSE & PSHE Year 3	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental British Values	Rule of Law and Individual Liberty: Stealing
	Belonging to a community – local area
	Rights and responsibilities at home and school
Safety	Risk taking, risk assessment and staying safe
E-Safety	Introduction to Deepfakes and AI safety
Health & Wellbeing	The health risks of Vaping
Topic	Specific to year group
Health & Wellbeing	Overall health and wellbeing including sleep
	Regular physical activity
	Setting and achieving personal goals
E-Safety	Internet safety including the SMART rules (within IT)
Relationships	Caring for and the needs of others - friends, family, the old, the disabled and pets
	Tolerance and open-mindedness
Economics	What money is; needs and wants; looking after money
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: respecting differences (race, religion, appearance). Respecting different points of view and expressing opinions sensitively
	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury



RSE & PSHE Year 4	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with some other year groups
Fundamental British Values	Democracy and Individual Liberty: rights and responsibilities at home and school
	Different faiths in the UK community (within RE)
	Mutual respect and tolerance of differences (race, religion, appearance).
Mental Health	What am I good at? Individual worth.
Safety	Risk taking, risk assessment and staying safe
E-Safety	Internet safety including dangers of online risks - bullying, pornography, gambling, grooming, abuse and radicalization.
	Managing AI (AI and generative AI) safely (also in IT, also covered in Y5 and Y6)
	Introduction to Deepfakes and AI safety
Health & Wellbeing	The health risks of Vaping
Topic	Specific to year group
Relationships	Teasing and bullying - why it's wrong / why it happens/how to prevent it/ how to cope
	Assertiveness v. aggression
Health & Wellbeing	Drugs common to everyday life e.g. Nurofen and calpol
Economics	Making decisions about money; using and keeping money safe
Environmental	Recycling and how to be 'eco friendly' at home and school (within geography/science)
	Pollution issues (within geography/science)
Fundamental British Values	The concept of democracy and the right to vote – elections and an understanding of how citizens can influence decision-making through the democratic process



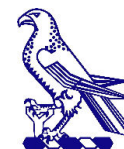
	Why it is important to vote, how and when we vote
	The role of charities



RSE & PSHE Year 5	
Topic	Repeated Yearly
Fundamental Value	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas from different faiths and backgrounds
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with other year groups
E-Safety	Internet safety including dangers of on line risks – bullying,, gambling, grooming, abuse and radicalization (within IT)
	Managing time online (within IT)
	Managing social media (within IT)
	Managing online relationships (within IT)
	Managing AI (AI and generative AI) safely
Safety	Risk taking, risk assessment and staying safe
	First Aid
Growing & Changing	Puberty and menstruation (biological facts) - physical and emotional changes, personal hygiene routines; support with puberty.
Mental Health	What affects mental health and ways to take care of it; managing change, pressure and stress. Discussion encourages talking about "mental wellbeing as a normal part of daily life."
Fundamental British Values	Respect and tolerance: analysis of the what is meant by the protected characteristics - age, disability, sexual orientation, pregnancy, religion, race, sex
Topic	Specific to year group
E-Safety	Online Financial Harms (Loot boxes and scams)
Health & Wellbeing	healthy eating habits (within science)
	healthy sleep habits (within science)
	Alcohol and smoking (within science)
Relationships	Managing the cool group



	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy. Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
	Gender stereotypes: teaching how stereotypes can be unfair, negative or destructive. Assertiveness vs. aggression.
Fundamental British Values	Rules at home, in school and in law in British society. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
	Valuing diversity- challenging discrimination and stereotypes
	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury



RSE & PSHE Year 6	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with other year groups
E-Safety	Internet safety including dangers of on line risks - bullying, gambling, grooming, abuse and radicalisation (within IT)
	managing time online (within IT)
	managing social media (within IT)
	managing online relationships (within IT)
	managing AI (AI and generative AI) safely
Safety	First Aid
	Risk taking, risk assessment and staying safe
Mental Health	What affects mental health and ways to take care of it; managing change and pressure and stress
Fundamental British Values	Respect and tolerance: analysis of the what is meant by the protected characteristics - age, disability, sexual orientation, pregnancy, religion, race, sex, (we exclude gender reassignment due to age of children and the latest guidance)
Topic	Specific to year group
Growing & Changing	Human reproduction and birth (within science)
	Puberty and menstruation - physical and emotional changes, personal hygiene routines; support with puberty (within science)
	Mechanics of procreation (science).
Health & Wellbeing	healthy sleep habits (within science)
	How drugs differ from medicines useful drugs and their development (within science)
	Illegal drugs effects on the body / effects on society / drugs and the law (within science)
	How to say “no” – drugs (within science)



Safety	Keeping safe in different situations, including responding in emergencies
	How to travel independently and safely
E-Safety	Misogyny and influencer culture awareness. How social media algorithms can 'push' certain types of content.
Mental Health	What affects mental health and ways to take care of it; managing change and stress
Relationships	Valuing diversity- challenging discrimination and stereotypes
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
	Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
	Managing the cool group
	Attraction to others; romantic relationships; civil partnership and marriage
Fundamental British Values	Acceptance of similarities and differences and encouraging consideration respect and kindness for others: love, sexuality, (gay or straight), marriage, civil partnership and divorce
	Parliament and how it functions. Commons vs. Lords. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
	Effective preparation for the world of work, careers. Avoiding stereotypes.
	Life as an adult in British society embracing fundamental British values
Economics	Identifying job interests and aspirations; what influences career choices
	Influences and attitudes to money; money and financial risks. Needs and wants
	Interview practice
	Life at the next school
Post 11+ Exams	Basic economics, politics, and First Aid (including choking and dialling 999).