



# PSHE policy

**Summer 2026**

**Cedar Children's Academy**

**PSHE (Personal Social Health Citizenship and Economic) policy**

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**Aims:**

Our school ethos underpins our personal, social, health, citizenship and economic (PSHE) curriculum. A Cedar learner is considerate, enthusiastic, determined, assured and resilient.

At Cedar, we aim for our PSHE education to:

- Ensure our children understand healthy relationships and how to navigate conflict
- Provide children with the ability to administer first aid in an emergency
- Teach our children appropriate strategies to look after their mental and physical health
- Develop our children's understanding of their human rights, the rights of the child and of the British Values.
- Educate our children about diversity and different communities to prepare them to become global citizens who have the knowledge and confidence to challenge negative stereotypes.

**Statutory requirements:**

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

- 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 (further information is provided in our RSE policy).

**Implementation through teaching and learning:**

At Cedar, we have a whole school approach to PSHE. PSHE is taught through discrete lessons, assemblies and through our school ethos. Teachers deliver well structured, purposeful lessons to their classes to ensure that the children develop the knowledge and understanding needed to keep themselves and others safe. Teachers deliver factual, non – biased lessons and uphold neutral beliefs. PSHE is taught a minimum of 3 hours each term, through the Kapow PSHE/RSE scheme of learning.

PSHE is broken down into the following units:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Identity (Year 6 only)

At the start of each academic year, each class develops a set of ground rules to follow during PSHE lessons to create a safe, supportive learning environment. Teachers deliver PSHE sensitively and are mindful of lessons that may be a trigger for some of our children.

Teachers use thinking tools as a means of assessing their class' baseline understanding at the beginning of each topic to identify any strengths, misconceptions and gaps in knowledge. This informs every teacher's planning. Children add to their baseline assessment at the end of a topic in a different coloured pen so that they can visually see the knowledge they have acquired throughout a topic, which develops their self-esteem.

**Assessment and monitoring:**

At Cedar, we differentiate our spiral curriculum to ensure that it is accessible to all our learners. Teachers collect evidence from the following area to assess the knowledge and understanding of the children:

- Baseline assessments
- Exit tickets
- Scenario cards

- Ask it basket
- Work samples
- Pupil voice

Summative attainment is recorded at the end of each topic, against the objectives that have been covered.

Every teacher is responsible for the attainment of their class and they are held accountable by the PSHE subject leader.

### **British Values:**

We promote British Values at Cedar to ensure that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies (such as Picture News) and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **Celebration weeks and special visitors:**

Cedar is part of the Thinking Skills Academy Trust and so we partake in a variety of celebration weeks whereby we focus on diversity, inclusivity and health and wellbeing. We celebrate LGBTQI+ and mental health awareness week every year. Moreover, we invite different visitors to Cedar to enhance our PSHE provision. These include; the emergency services, first aid trainers, food banks and the bank to deliver workshops about finances.

### **Answering tricky questions:**

Children are likely to ask delicate or complex questions during PSHE lessons. For that reason, each class has an 'ask it basket' where children can submit their questions, queries or worries. Questions may be handled on a one to one basis with a child, or if it's a reoccurring theme, teachers will address them at the beginning of the next lesson. Factual, age appropriate responses will always be provided. Parents may be contacted about the nature of a question or query, if necessary. If a question falls under the umbrella of safeguarding, then our safeguarding protocols at Cedar will be followed accordingly.