



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

Canary Wharf College, Primaries

June 2026 – June 2027

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

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June 2025	All	New version
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1. Definitions

The "Trust" refers to the company known as the Canary Wharf College, and all Trustees and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term "School" may refer to a singular school or to all schools within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees, and those working in a voluntary capacity.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust who is 16 and under. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by CWC in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

"Child" and "Youth" includes everyone aged 18 and under.

The "Principal" is defined as the individual who has ultimate responsibility for a school in line with CWC strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Principal or Principal.

2. Scope of Policy

PSHE Education is a planned, progressive programme of learning that helps pupils to develop the knowledge, understanding, and skills to manage their lives now and in the future.

The core themes of PSHE are:

- Health and Wellbeing: Including mental health, physical health, healthy lifestyles, and managing risk.
- Relationships: Including family, friendships, managing conflict, online relationships, and the statutory requirements of Relationships and Sex Education (RSE).
- Living in the Wider World: Including citizenship, economic wellbeing, and safety (online and offline).



This policy was developed in consultation with stakeholders to ensure its curriculum, delivery, and values align with the needs of the pupils and the school community. The process included the following steps:

- Review: Relevant national and local guidance (including the DfE statutory guidance) was gathered and reviewed.
- Staff Consultation: Staff were invited to review the comprehensive RSE content and provide feedback on its effective delivery.
- Parent/Stakeholder Consultation (Statutory Requirements): Formal consultation **is** conducted with parents and stakeholders regarding the specific content and delivery of the statutory Relationships Education and Health Education components (RSE). This ensured compliance with the statutory requirement for parental engagement in these areas.
- Pupil Consultation: Pupils are asked what they want from their RSE and broader PSHE curriculum.
- Ratification: Amendments are made based on feedback and the policy was ratified by governance partners.

3. Policy Aims and Ethos

The aims of Personal, Social, Health, and Economic (PSHE) Education at Canary Wharf College are to:

Provide a comprehensive, age-appropriate curriculum that supports the holistic development of every pupil.

Equip pupils with the knowledge, understanding, skills, and strategies they need to live healthy, safe, productive, capable, and responsible lives.

Promote the spiritual, moral, social, and cultural development of pupils.

Foster understanding of British Values (democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs).

Prepare students to make informed, reasoned, and responsible choices and develop a strong moral code.

Integrate Relationships and Sex Education (RSE) as a key component of pupils' personal development.

Help pupils develop self-respect, self-esteem, confidence, and empathy.

4. Roles and Responsibilities

4.1. The Principal

The Principal ensures consistent PSHE delivery and curriculum quality, and manages parental requests for withdrawal from non-statutory Sex Education components.



4.2. Staff

Staff responsibilities include:

- Delivering PSHE sensitively and effectively.
- Modelling positive attitudes, empathy, and respect.
- Monitoring pupil progress and addressing individual needs.
- Adhering to the school's Safeguarding Policy when sensitive disclosures are made.

4.3. Pupils

Pupils are expected to engage fully in all PSHE lessons, treating others and sensitive topics with respect and consideration.

5. Links to Legislation and Guidance

Statutory Requirement: As a primary academy school, we must provide Relationships Education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#) and Health Education as part of the primary curriculum. PSHE is the vehicle for delivering this statutory content.

National Curriculum: We are not required to follow the National Curriculum but must offer a broad and balanced curriculum that includes the elements of sex education within the science curriculum (as detailed in the RSE Policy).

Equality Act 2010: We adhere to the [Public Sector Equality Duty](#) (Section 149 of the Equality Act 2010), ensuring due regard to eliminating discrimination, advancing equality, and fostering good relations across all protected characteristics.

6. Curriculum Content: SCARF Programme

Coram Life Education and SCARF

Our PSHE curriculum uses the Coram Life Education SCARF programme, which ensures comprehensive coverage of all statutory RSE and Health Education requirements, and the wider aspects of PSHE. SCARF is organised into six themed units, delivered progressively across all year groups.

- *Me and My Relationships: Focuses on feelings, conflict resolution and healthy friendships.*
- *Valuing Difference: Emphasizes respect, diversity and addressing bullying.*
- *Keeping Myself Safe: Covers safety, trusted adults and recognizing inappropriate touch.*
- *Rights and Respect: Highlights environmental stewardship and respecting others.*
- *Being My Best: Encourages physical health, resilience and goal setting.*
- *Growing and Changing: Includes lessons on puberty, relationships, and age-appropriate sex education.*

Non-Statutory Economic Wellbeing

- *The Living in the Wider World theme also includes age-appropriate elements of economic wellbeing, such as:*
- *The difference between needs and wants.*
- *The concept of saving and spending.*
- *The work people do in the community.*



7. Delivery of PSHE

Christian Ethos: Our PSHE approach is underpinned by our Christian ethos, encouraging children to develop respectful, compassionate, and meaningful relationships rooted in love, care, and mutual understanding.

Method of Delivery: PSHE is delivered through:

- Dedicated PSHE lessons (using the SCARF curriculum).
- Cross-curricular links in Science (biological aspects of RSE), Computing (online-safety), PE (health and wellbeing), and Religious Education (RE).
- Whole-school assemblies and SCARF workshops with external experts from Coram Education.
- Pastoral Care: Staff model positive behaviours and use spontaneous opportunities to address PSHE issues.

8. Inclusivity

Our school ensures that the PSHE curriculum is relevant to all pupils, regardless of their background, ability, or identity.

Adaption: SCARF lesson plans are flexible and allow teachers to adapt content, providing extra support or enrichment as necessary to meet the diverse needs and prior knowledge of children in their class.

Diversity and Equality: We acknowledge different ethnic, religious, and cultural attitudes. Resources and teaching promote diversity and inclusion, embracing that families are all different, to meet the Public Sector Equality Duty of advancing equality and fostering good relations.

9. Safeguarding

PSHE Education is a vital element of the school's safeguarding provision. The programme teaches pupils about personal safety, including understanding boundaries, consent, how to recognise and report concerns (including online risks), and identifying trusted adults.

PSHE directly contributes to the prevention of child-on-child abuse, sexual harassment, harmful sexual behaviour, and online abuse by helping pupils develop respectful relationships and know how to report unacceptable behaviour.

All safeguarding concerns arising during PSHE lessons will be managed following the school's Safeguarding and Child Protection Policy. Teachers provide accurate, age-appropriate answers to sensitive questions.



10. Parental Rights and Involvement

Communication: Parents will be informed about the PSHE curriculum content through newsletters, the school website, and specific communication regarding the statutory and non-statutory elements of RSE (delivered in Summer 2 term).

Withdrawal: Parents cannot withdraw children from the statutory components of Relationships Education and Health Education, which are taught as part of the whole PSHE programme.

Parents have the right to withdraw their child from non-statutory Sex Education components (as detailed in the RSE Policy), with requests made in writing to the Principal .

11. Monitoring and Review

The effectiveness of the PSHE programme is monitored using the following strategies:

Concept Questions and SCARF Assessment: At the end of lessons and half-termly units, structured assessment opportunities are used to evaluate pupils' understanding of key themes and identify individual/group progress across all PSHE areas.

Pupil Feedback: Regular consultation with pupils to ensure the curriculum is meeting their developmental and pastoral needs.

Lesson Observations and Staff Reflection: Educators reflect on delivery, engagement, and alignment with policy.

Parent and Staff Input: Feedback gathered during consultations or following specific units supports continuous programme refinement.