

## PSHE Policy



### **St. Mary's RC Primary School**

#### **Mission Statement**

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Laura Woodcock

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Approved by governors on: February 2026

Policy will be reviewed: September 2027

This policy has been written to ensure we are meeting the requirements of National Curriculum (2014).

The Catholic ethos of the school supports PSHE through an understanding and an appreciation of what it means to be a positive and involved member of the community.

This policy links closely with school policies on:

Personal Safety  
Drugs Education  
RSE Policy  
Science  
SMSC  
Collective Worship  
Behaviour  
Bullying  
Equal Opportunities  
Confidentiality Policy

#### What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others.

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

#### Aims of PSHE Saint Mary's RC Primary School Primary School

Our school mission statement reflects what we hope to achieve in PSHE.

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others

- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

### Curriculum content

As a school, each class begins the school year by looking at our school rules and values. We spend the first few weeks really understanding how to follow our school rules, BE READY, SAFE AND RESPECTFUL and how we can show this in our lessons and outside of these. After the first half term all children then move onto the KAPOW learning scheme for PSHE lessons. These lessons focus on;

- Health and wellbeing
- Citizenship
- Feelings
- Economic wellbeing
- Safety
- Transition into high school for our Year 6 children.

## Delivery of Curriculum

Each half term, PSHE units are included in topic plans and wherever possible they are linked to the overall theme.

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are weekly timetabled PSHE lessons in KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Awards Assembly. The whole school ethos promotes our work in PSHE, as set out in our Mission Statement and home-school agreement. In EYFS, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Anti-Bullying Week falls in November each year and will be covered by all classes.

These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

## RSE At St Mary's

Education for RSE is taught following the Salford Diocese scheme of work 'A Journey in Love'. In this children will cover:

- to celebrate life as a God-given gift
- to understand life cycles and life processes
- to appreciate the notion that God intended new life to be the result of a union between (mature) male and female (in humans)
- to associate love as a special feature of this union
- to celebrate their own uniqueness
- to know by name the various parts of the human body (with Year 6 pupils) to recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty).
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## Cross Curricular Links

Links are made with PSHE in other curriculum areas as appropriate e.g. R.E., P.E., science, geography and in topic planning. There are also links made in after school clubs such as cookery and on class trips and visits.

## Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups and teachers assess the children's understanding of PSHE against the Learning objectives from the PSHE Association scheme of work.

EYFS pupils are assessed in line with the EYFS Curriculum.

Children will be involved in self-assessment e.g. talking about their own experiences, making comments on work and completing some written tasks on their PSHE books and in special assemblies celebrating achievement.

Each year the staff will enter results onto itrack. This data will then be analysed by the subject co-ordinator.

Children will be rewarded in line with school policy e.g. golden time, stickers and certificates in Awards Assembly.

Teachers will be able to discuss progress made by their pupils. General comments about PSHE and Citizenship will be included in annual reports to parents.

## Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE co-ordinator on a termly basis to be kept in the PSHE class books. The book will also include input by pupils.

EYFS pupils will be assessed in line with baseline assessments and EYFS profiles.

Governors will come into school and speak to the PSHE co-ordinator when necessary. The governors will also come into school to observe and take part in other events. The PSHE team work closely to ensure that our aims are being met. The school has an action plan as part of the work towards our Healthy Schools status and will carry out self-review of those targets.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The PSHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

## Equal Opportunities

Provision for PSHE is in line with all of our policies. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

## Parental and Community Involvement

Parents are invited to join in events in school, including coffee afternoons, Awards Assemblies, masses and fairs. Parents are regularly informed of events and developments on the half term newsletter.

We also work closely with the local church, and have strong links with the parish priest. We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum. These are highlighted in our scheme of work for PSHE and Citizenship.

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

## Intent, implementation and impact of our PSHE Curriculum

### Intent

**To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.**

The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty. The Kapow Primary scheme does not specifically cover gender identity, although identity is a theme that runs through all year groups and units more generally. Gender identity does not form part of the National curriculum, and we would advise teachers and school leaders to refer to their own school's policies and procedures when considering how to address sensitivities within this area. Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and

communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

### Implementation

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons. © Kapow Primary™ 2021 Intent 4 Implementation 3 A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help. The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning.

### Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.

Children will achieve age related expectations across the wider curriculum.

To ensure that children at our school are equipped with knowledge and skills that will enable them to be ready for life as an adult in the wider world.

We aim to equip children with skills that will allow them to grow into healthy and proactive members of society; who challenge stereotypes and break perceived barriers that are put in their way that stop them from reaching their true potential.

### Policy Review

This policy is to be reviewed with reference to the following:-

National Curriculum

KAPOW Scheme of Work

Updates from Salford Diocese

