

Bishop Martin CE Primary School



'Learning Together and Growing in Faith'

'Let Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16)

PSHE Policy

Date: September 2025

Review Date: September 2026

Our Christian Vision

'Let Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16)

At Bishop Martin, we intend to provide a broad and balanced curriculum that meets the needs of all children, regardless of ability or background.

Our school motto statement **'Learning Together, Growing in Faith'** is underpinned by the gospel, **'May Your Light Shine Before Others So They May See Your Good Deeds'** (Matthew 5.16). Our five Core Christian Values are: **Hope, Trust, Respect, Kindness** and in the centre of all four of these, **Love**. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of **Hope, Trust, Kindness and Respect** all flow towards the centre where our motto sits, surrounded by the heart representing **Love**. This design, it's meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



Our School Aims

By adopting a whole school approach to teaching and learning we aim to:

- Provide consistency in our teaching and learning across our school
- Enable teachers to teach as effectively as possible
- Enable children to learn as efficiently as possible
- Provide a well organised and inspiring environment in which children can learn, and which encourages independence
- Give children the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Achieve the very highest of standards. We aim to inspire a love in learning by bringing teaching to life through engagement with exciting and informative visits and visitors. As a school it is vital that trips support the children in developing a curiosity and enthusiasm about the world around them
- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke Guiding LIGHT curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

The Guiding LIGHT Curriculum

Our Guiding LIGHT Curriculum is delivered through a broad and balanced approach, with a high priority given to reading and rich vocabulary.

Lead children in their in their experiences of the awe and wonder of God's love and aspiration for them to succeed in life.

Instil in every child a lifelong love of learning that will equip them to succeed in an ever-changing modern world.

Guide and encourage them to fully engage in the learning process so that they 'take ownership' of their learning.

Harbour a safe nurturing environment where children can develop their own skills and the reliance to achieve to the best of their ability.

Teach a knowledge rich curriculum that is broad, balanced and has clear knowledge and skills progression.

What is PSHE?

Personal, Social, Health and Economic (PSHE) education is a subject that supports children's personal development by helping them to understand how to stay healthy, safe and prepared for life in modern society. Through PSHE, children develop the knowledge, skills and attributes they need to manage their lives now and in the future.

PSHE education helps children to build positive relationships, develop resilience and self-awareness, understand their rights and responsibilities, and make informed decisions about their wellbeing, health and finances. Through PSHE, children develop an understanding of fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs which supports children in becoming active, responsible citizens who are prepared for life in modern Britain.

Our PSHE Curriculum is determined by the DFE Government guidelines and KAPOW programme of study which aims to develop knowledge, skills, understanding and attitudes in the context of core themes:

- Health and Wellbeing
- Family and Relationships
- Citizenship
- Economic Wellbeing
- Safety and the Changing Body

By following this programme of study, our Curriculum incorporates the statutory objectives of Relationships Education and Health Education within a broader PSHE curriculum.

Statutory Guidance

PSHE education supports the delivery of statutory Relationships Education and Health Education in primary schools. The teaching of these areas is guided by the Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

From September 2020, Relationships Education and Health Education became compulsory in all primary schools in England. While PSHE as a whole remains non-statutory, it provides the framework through which these statutory elements are delivered.

The statutory guidance requires schools to ensure that children are taught about:

Relationship Education	Health Education
<ul style="list-style-type: none"> • Families and people who care for them • Caring friendships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty)

At Bishop Martin, we ensure that teaching is age appropriate, inclusive and sensitive, and that it reflects the needs and backgrounds of our children. In addition, PSHE education supports wider statutory responsibilities including safeguarding and promoting children’s wellbeing, as outlined in Keeping Children Safe in Education. Our PSHE Curriculum is supported by the Kapow Primary scheme and is informed by guidance from the PSHE Association to ensure that children receive a broad, balanced and progressive programme of learning.

Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is an important part of PSHE education. It equips children with the knowledge, skills, and understanding they need to build positive, healthy relationships now and in the future. When any school provides RSE they must have regard to the [Secretary of State’s guidance](#)- this is a statutory duty.

Our PSHE Curriculum covers age-appropriate content about the human body, growing up, puberty, and personal safety. All lessons are delivered sensitively, inclusively, and according to children’ age and maturity.

At Bishop Martin, such content is delivered in the summer term and parents/carers are informed prior to this. Communication with parents/carers is clear in stating that they have the right to withdraw their child from the non-statutory components of sex education, as outlined in DfE statutory guidance. However, parents are invited to meet with the PSHE Subject Lead to see content and ask questions prior to a decision being made. Any requests for withdrawal should be made in writing to the Headteacher, and the school will discuss alternative arrangements to ensure the child continues to receive a meaningful education.

When delivering content, teachers are trained to answer children’s questions factually and appropriately. If a question is not suitable for a class discussion, it will be addressed individually or referred to parents/carers, ensuring that children always feel safe and supported.

Intent

Our PSHE Curriculum has been designed to provide a unique and inspiring curriculum that is created to suit our children, their learning, and their future. We prepare them to be a member of a class, school, local community as well as prepare them for their future role in modern Britain and as global citizens.

PSHE is an embedded component of the whole school curriculum and is taught half-termly in all classes. It has particularly strong links with our RE curriculum and our Christian School Values. The PSHE Curriculum at our school is bespoke, although Kapow Scheme of Work has been used to ensure statutory content is covered, supplementary units are added across all year groups to support the children's local context and challenges that they may face. Our Curriculum provides a broad, unique, and exciting curriculum that is rich in stimulus, encourages and supports our children to become confident, caring, respectful and responsible citizens. We provide a quality education that is inclusive and equips all our children to be lifelong learners.

Through our PSHE Curriculum we aim to:

- Promote the spiritual, moral, cultural, mental, emotional, and physical development of our children.
- Give our children the knowledge, skills and understanding that will prepare them for the opportunities, responsibilities and experiences that they already face and for those they will face in adult life, enabling them to become healthy, independent and responsible members of society.
- Provide information about keeping healthy and safe, mentally, emotionally, and physically and enable them to feel positive about themselves, accept and embrace change and enjoy healthy, safe, responsible, and fulfilled lives.
- Encourage our children to understand how all actions have consequences and how they can make informed choices to help themselves, and others as they live in the wider world.

Implementation

Kapow Scheme of Work/Content

At Bishop Martin, we use the Kapow Scheme of Work as a whole school approach to delivering the PSHE Curriculum. This scheme consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, Social and Emotional development prime area) and five areas of learning across Key Stage 1 and 2.

EYFS:

- Self – regulation
- Building relationships
- Managing self

Key Stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited each year to allow children to build on prior learning, providing a progressive programme. 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 also been included in line with the DfE recommendations and is covered in Year 6 – parents have the right to withdraw from the non-statutory content.

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.

Our youngest children (Nursery) are introduced to the foundations of PSHE through the EYFS framework and the Development Matters guidance. At this stage, PSHE learning is integrated into everyday routines and play, helping children to develop key skills in self-regulation, building relationships, and managing themselves. Activities are carefully planned to support children's personal, social, and emotional development.

We understand that PSHE lessons may lead to discussions about sensitive issues, teachers work hard to create a safe and supportive environment where children feel able to ask questions and share their views. Teachers understand how to address children's worries, concerns and questions but understand they cannot offer or guarantee absolute confidentiality. If a child makes a disclosure that raises safeguarding concerns, staff are aware to follow the school's safeguarding procedures, without delay, in line with the school's safeguarding policy and statutory guidance.

Lesson Structure

At Bishop Martin we teach PSHE following a set lesson structure:

- Attention Grabber – To capture the children’s interest and allow opportunities to recap prior knowledge.
- Main Event – To explore and discuss the concept.
- Activity – Gives the children the opportunity to share their own responses.
- Wrapping Up – Gather back together and reflect on key questions.

Long Term Plan

Our PSHE Overview is shared with all staff who know where to access year group content, a Subject Overview outlines the content in which teachers must teach each half term. As well as this overall document, Unit Overviews have been produced by the PSHE Subject Lead. These include more details about the lesson content, vocabulary, lesson outcomes and assessment support. The Kapow Scheme of Work provides further guidance for each weekly lesson and teachers have access to the online lesson plans and resources to support their lessons.

At Bishop Martin, we believe preparing the children with knowledge and experiences that equip them for life in an ever-changing world is crucial. Because of this, children complete additional PSHE units across the year that are relevant to the community in which they are exposed to (dental hygiene, water safety, road safety, social media, childhood obesity and mental health).

Support for SEND

Children at Bishop Martin enjoy PSHE lessons. Teachers plan and adapt activities that are inclusive for all children, including those with special educational needs and disabilities. Whole class lessons are often open-ended, and children can therefore access them at their own level. It is the teachers’ responsibility to ensure that all children are challenged at a level appropriate to their ability

Children with additional needs will be supported according to their individual needs, and therefore the type of support they receive will vary. Some examples are:

- Prior access and teaching of key vocab and terms from the Unit Overviews
- Support with reading and writing.
- Extra teacher/ TA support for children who have difficulty using language to express their ideas and views.
- Specific vocabulary mats used alongside pictures to support children
- Adapted support/questioning

For children accessing our SEND Hubs at Bishop Martin additional PSHE is planned and provided by the PSHE Subject Lead. This is appropriately planned for all children and covers statutory content, as well as content that is appropriate and important in supporting their vulnerability.

Children’ Records of Work

In EYFS all practitioners working with the children make regular observations of the children’s progress.

In all year groups, children contribute responses, questions and work produced to a floor book. The class floor book is a record of children’s work and reflections of their learning. At the end of every lesson, children should complete some form or written/oral reflection based on the concepts explored in the lesson. Often PSHE lessons can include an element of discussion, in this case photographic evidence or a child’s voice can be used as evidence. Detailed information regarding expectations can be found in “What PSHE floor books look like” on the school central system. Teachers understand that the presentation of work in PSHE should be consistent with expectations of those in other subjects and should follow the school’s presentation policy. PSHE floor books are displayed in each classroom.

Resources

- Kapow Subscription
- PSHE Floor Book
- PSHE Subject Overview
- PSHE Unit Overviews

Impact

Our PSHE Curriculum intends to ensure that children will have developed an understanding of how to keep themselves healthy and safe, mentally, emotionally, and physically. They will have the knowledge, skills and understanding that will prepare them for opportunities, responsibilities and experiences they face now and in the future enabling them to be healthy, independent, and responsible members of society. Children’s knowledge and skills will develop progressively as they move through the school and will prepare them to access the PSHE Curriculum in secondary education. This progression has been mapped out in detail in the school’s PSHE progression document.

The impact of the PSHE curriculum is measured through a range of formative and summative assessment strategies, including pupil voice, teacher assessment, monitoring of PSHE floor books and curriculum monitoring by the subject leader. Through these

approaches, children demonstrate increasing knowledge, confidence and understanding in areas such as wellbeing, relationships, safety and citizenship. Over time, children develop the skills and attitudes needed to become respectful, responsible and resilient members of society.

Assessing Knowledge and Understanding

Teachers can assess whether children have gained the intended knowledge and skills through:

- End-of-unit responses added to Learning Map
- Retrieval activities at the start of lessons
- Children's responses during class discussions
- Written reflections in PSHE floor books
- Ongoing assessment to inform future planning or activities
- Half-termly assessments which assess each child against key knowledge statements on 'Foundation Assessment Trackers'

Pupil Voice

At Bishop Martin, pupil voice is a key indicator of PSHE impact and a way to assess whether our Curriculum needs adapting.

- Child-led discussions with PSHE Subject Lead
- Through PSHE Ambassadors
- Staff and pupil questionnaires
- Learning walks

Behaviour and School Culture

The impact of our PSHE Curriculum can often influence the ethos and behaviour of the school through:

- Positive behaviour and respectful relationships
- Reduced incidents of bullying
- Children demonstrating empathy and kindness
- Increased confidence and resilience

Monitoring and Curriculum Evaluation

The PSHE Subject Lead monitors the quality and impact of PSHE through:

- Floor book scrutiny
- Learning walks
- Lesson observations
- Planning scrutiny
- Staff feedback

Role of the PSHE Subject Leader

- To lead in the development of PSHE throughout the school.
- To support colleagues in their development of planning and assessment.
- To monitor the planning, teaching and learning of PSHE throughout the school.
- To provide teachers with support in the teaching of PSHE.
- To provide staff with CPD opportunities in relation to PSHE within the confines of the budget and the School Improvement Plan.
- To monitor and maintain high quality resources.
- To keep up to date with new developments in PSHE and feed these back to all staff.

Links to Other Policies

- Child Protection Policy
- Keeping Children Safe in Education
- LDST Mental Health and Wellbeing Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Guiding LIGHT Curriculum Policy
- SEND Policy