

**DARWEN ST JAMES'**



**PSHE Policy**  
**Sept 2025/26**

## **Mission Statement**

Nurturing ambition through a living faith

## **Vision Statement**

Our academy delivers a purposeful curriculum through its living Christian Faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

## **Bible**

Let us not love with words and speech alone but with actions and truth. 1 John 3:18

## **Introduction**

School Philosophy Darwen St James' CE Academy strives to develop children as responsible and caring members of the school and wider community within a respectful environment. We aim to help children to develop values of mutual understanding and respect of others, to develop responsible attitudes in order to lead confident, healthy and independent lives. We aim to raise ambition and aspiration with all of our learners through promoting resilience and perseverance.

At Darwen St James' CE Academy we believe that the personal development of pupils is an important aspect in developing children's ability to learn and achieve. We believe that by facilitating the educational, social, emotional, aesthetic, spiritual and moral development of each child we are helping to give children as many opportunities as possible for achievement and personal fulfilment in later life. We recognise and support the contribution PSHE makes to the National Healthy Schools scheme and we aim to encourage children to lead a healthy lifestyle and to make healthy choices.

## **Aims**

- To give children knowledge, skills and understanding of a healthy living, in order to develop attitudes and practices which enable them to lead confident, healthy and independent lives.
- To enable children to understand mental Health and Wellbeing and the skills to talk about these issues openly and within a safe environment.
- To enable children to make informed choices which will encourage them to develop as active and responsible citizens.
- To enable children to contribute to the life of the school and wider community by encouraging children to take part in a wide range of activities.
- To make pupils feel valued as individuals who can make positive contributions to school and community life and to encourage pupils to recognise their own worth.
- To help children understand how they are developing personally and socially and to enable them to tackle many of the spiritual, moral, social and cultural issues that are part of growing up.
- To enable children to form quality relationships which are effective and fulfilling and to develop values of mutual understanding and respect of others.
- To provide opportunities to learn about different aspects of Citizenship, PSHE and Road Safety through workshops, visitors and assemblies.

## **Components of Personal Social and Health Education**

This is the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education. It was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'. Along side this programme we have included the Scarf programme and POL-Ed to support and enhance our children's interests and learning.

The scarf programme of study covers Pre School, Reception and key stages 1 to 6 and has core themes for each half term:

- Autumn 1- Me and my relationships
- Autumn 2- Being my best
- Spring 1- Keeping safe
- Spring 2- Rights and respect
- Summer 1- Valuing difference
- Summer 2- Growing and changing

As the world changes, each new edition of this programme of study identifies new or emerging issues. It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

Unique to our setting, we have termly Nurture group time. During this time, the whole school cover different elements to nourish topics to support their learning and knowledge. Over the course of the year, children take part in health and wellbeing (including mental health), entrepreneurship and economics and finally citizenship and eco/environmental issues. The children work in their groups around the above themes, the activities include first aid, enterprise, charity work, litter picking, up cycling, wellbeing, mental health and many more. This is a valued time for the children where they develop not only team work and communication skills, but also resilience and ambition.

## **Curriculum-**

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify

their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

The aim for PSHE education is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

#### EYFS-

During the Foundation Stage children will be working towards the early learning goals using the Development Matters guidelines for Personal, Social and Emotional Development for the two year old class. For Pre school and Reception class, Coram Life Education programme will support the children's learning and understanding in PSED.

#### In Key Stage 1 and 2-

Overarching concepts developed through the Programme of Study-

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

## PSHE Overview September 2022/26

## PSHE Overview 2025/2026

Units	Autumn 1 Me and my relationships	Autumn 2 Being my best	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Valuing Difference	Summer 2 Growing and changing
Pol -Ed Passports EYFS, Yr 1 and 2  Yr 3,4,5,6  Activities within PSHE  Pol-Ed class assemblies	What is Self Worth?  What is self-worth?  Bike ability - yr6 Visit from the dentist EVFS, year 1	What is Resilience?  What is resilience?  Bonfire Safety 5th Nov Anti-Bullying week Human Rights	What is Risk?  What is Risk?  Roadways Safety- Reception, KS1  Winter Safety Keeping Safe Online Happy Mind Happy You	What is Respect?  What is Respect?  Aim High Day for all year groups	What is Empathy?  What is Empathy?  Summer Water Safety	What are Emotions?  What is future planning?  RSE visit for Y4,5,6  How can we stay safe during public disorder? Yr 3,4,5,6
Two's Class Birth to five matters	Making relationships	Sense of self	Making relationships	Understanding emotions	Sense of self	Understanding emotions
Pre- school Class	Marvellous me I'm special People who are special	What does my body need I can keep trying I can do it	People who help me and keep me safe Safety indoors and outdoors what's safe to go into my body	Looking after myself Looking after others Looking after my environment	Me and my friends Friends and family Including everybody	Growing and changing in nature When i was a baby Girls, boys and families
Reception Class	What makes me special. People close to me. Getting help.	Keeping by body healthy - food, exercise, sleep. Growth Mindset.	Rights and Respect What is Respect? Looking after things: friends, environment, money	Keeping safe What is Risk? Keeping my body safe Safe secrets and touches People who help to keep us safe	Similarities and difference Celebrating difference Showing kindness	Cycles Life stages Girls and boys - similarities and difference
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Growth Mindset Healthy eating Hygiene and health Cooperation	How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Getting help Becoming independent My body parts Taking care of self and others
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money - saving and spending	Being kind and helping others Celebrating difference People who help us Listening Skills	Life cycles Dealing with loss Being supportive Growing and changing Privacy

Year 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Recognising and respecting diversity Being respectful and tolerant My community	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Year 4	Healthy relationships Listening to feelings Bullying Assertive skills	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing difficult feelings Managing change How my feelings help Keeping safe Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Aspirations and goal setting Managing risk Looking after my mental health	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Coping with changes Keeping safe Body Image Self-esteem Puberty

## Organisation of Learning

- 30 minutes per week allocated for PSHE activities, circle-time activities, discussion, debate etc. Underpinned by Coram Life Education scheme of work and POL-Ed, alongside teachers using circle time and activities to address any issues that may arise within school or the community as a whole.
- Coram Life Education lesson plans have been organised to meet the children's needs and from this year we have added in POL-Ed activities to support the children's deeper understanding on the subjects we teach.
- Teachers plan according to their pupils' needs, using LSA support, to involve all children in teaching and learning.
- Cross-curricular teaching of PSHE, linking where possible to other aspects of the curriculum, particularly the Science Programme of Study, including Relationships and Sex Education. (Please see separate policies).
- Three pieces of evidence from each lesson is recorded in the PSHE Big books.
- Pupil questionnaires and pupil reflective accounts of their learning to be recorded within the terms.

- Discussion and agreement of class/school rules and expectations.
- Recognising achievements e.g. commendation assemblies, certificates and rewards.
- Class Dojos to be used as a reward throughout school, including lunchtimes.
- Home-school agreement.
- School Council (including campaign and election)
- Making choices e.g. class activities, lunchtimes and playtimes, ICT activities
- Visits from outside speakers, etc.
- Positions of responsibility, as in play leaders and prefects
- Health and Wellbeing activities.
- Assemblies
- Termly session is allocated for Nurture Groups
- Extra- curricular activities including our Bucket List.
- Aim High Day
- Work related experiences
- Transition

## **Assessment**

EYFS assess through PSE and Coram Life Education.

PSHE is assessed in line with all other non-core subjects, it is supplemented by the children's input through their reflective accounts and pupil questionnaires.

These are the reported to parents through written report (s).

## **Equality of Opportunity**

PSHE includes the study of culture, ethnic diversity, physical differences and difference of experience. Through such study children can acquire understanding of and respect for other people and their values. Pupils should learn that the questioning of assumptions, the rebuttal of stereotyping and an openness to change are valuable qualities. The nature of PSHE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels.

Staff also follow the whole school equal opportunities policy, ensuring every child in school is offered rich and balanced opportunities.

## **Confidentiality**

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

## **Answering Difficult Questions**

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

## **Group Agreements and Distancing Techniques**

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

- Meanings of words will be explained in a sensible and factual way.

### **Dealing with Sensitive Questions.**

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

### **Working with Outside Agencies.**

Should other agencies be used, such as Life Education Centres, discussions take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

At Darwen St James' all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aim and objectives are.
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LA if there are any concerns
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

### **Links with Other Policies**

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy and the Confidentiality Policy.

### **Dissemination**

All new staff can access this policy via the school website and upon induction. The policy is easily accessible to all staff. Parents can also access this policy via the website. Pupils learn about the Policy through discussions with teachers and assemblies.

### **Monitoring and Evaluation**

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.