



St Joseph's Catholic Primary School PSHE

Policy

Policy reviewed and updated: January 2026

Why we teach PSHE

At St. Joseph's Catholic Primary School, we believe PSHE helps pupils develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become responsible citizens. At our school, we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and we support the development of children's health and wellbeing, self-esteem and confidence. As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children. The work we do in PSHE links directly to SCARF and has a cross-curricular dimension as it permeates all aspects of life in school.

Our aims of teaching PSHE

Through our PSHE curriculum, we aim that our pupils will:

- Develop spiritually, morally, socially and culturally;
- Develop their self-knowledge, self-esteem and self-confidence;
- Value themselves and others;
- Acknowledge and appreciate difference and diversity;
- Be independent, responsible and active members of the school and local community;
- Learn to make informed choices regarding personal and social issues;
- Be prepared to be positive and active members of a democratic society;
- Understand what constitutes a safe and healthy lifestyle;
- Develop the ability to form good relationships;
- Understand and manage their emotions;
- Have opportunities to consider issues which may affect their own lives and/or the lives of others;
- Understand where to go and who to go to, to have an open and safe conversation;
- Raise their self-esteem, develop resilience and ensure a healthy wellbeing.

Teaching and Learning

At St. Joseph's we follow PSHE guidance and resources from the PSHE association through the scheme of work 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship). Relationships and Sex Education is informed by inspiration from the Ten:Ten programme 'Life to the Full', a model Catholic RSE curriculum by the Catholic Education Service, which is used across various year groups where appropriate. This is complemented by guidance from SCARF, diocesan advice and the professional judgement of teachers, who

carefully consider what we believe the children need at each stage of their development. This ensures that RSE is age-appropriate, inclusive and responsive to the needs of our pupils. Pupils are taught discreet PSHE lessons once per week; however, PSHE objectives are an integral part of all curriculum subjects and embedded in everyday life at St. Joseph's. For example, Science and P.E may include work on food, diet and exercise. R.E includes many aspects related to relationships, families and different faiths and beliefs. Whilst Maths involves work on financial capability and Computing covers online safety. PSHE is also an important part of assemblies and collective worship, where spiritual and moral beliefs are nurtured and where British Values and protected characteristics, as defined in the Equality Act 2010, are promoted in an age-appropriate way to support equality, respect and inclusion. We use a variety of teaching and learning styles, which emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g., charity fundraising or involvement in an activity to help other individuals or groups less fortunate than themselves as well as taking responsibility for school through groups like the School Council. We offer children the opportunity to hear visiting speakers, such as, representatives from the local church, CAFOD and local professionals such as the Fire Service and school nurses whom we invite into school to talk about their role in creating a positive and supportive local community. Other activities include trips to allow the children to extend their perspective and the opportunity to work together in a different context. For example, we offer a residential visit for children in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop independence, leadership and co-operative skills.

Assessment and Recording

A mixture of both summative and formative assessment is used to assess pupils learning in PSHE. Pupils' learning will be assessed throughout each topic using a pre and post assessment task. This helps pupils' to be involved in regular reflection of their own learning journey in relation to PSHE education. At St. Joseph's we recognise that assessment in PSHE is not about 'passing' or 'failing' and instead is developmental. Assessment will also be made through observations during lessons, discussions and activities. Teachers then use this information to plan future work based on individual need.

Children use books to record their work and progress in PSHE lessons. These travel with the children as they move to the next year group so they can look back at their learning and the next teacher can see their starting points.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of PSHE teaching is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE and being informed about current developments in the subject. The PSHE subject leader gives the head teacher an annual summary report in which they evaluate the teaching and learning in the subject and indicate areas for further improvement. The PSHE subject leader has specially allocated management time, which they use to review evidence of children's work, monitor any assessments made and observe PSHE lessons across the school. At the beginning of each year, the PSHE leader will create a subject action plan for the upcoming year. All activities and visiting external agencies or partners will adhere to our Safeguarding policy and procedures.

Equal Opportunities and Inclusion

PSHE makes a significant contribution to promoting inclusion and equality, particularly through its focus on respect, relationships and understanding diversity. At St. Joseph's Primary School, all pupils have equal

access to the PSHE curriculum, regardless of social background, culture, race, religion or belief, sex, gender identity, sexual orientation, disability or any other protected characteristic, in line with the Equality Act 2010.

Teaching is inclusive and accessible and where appropriate, learning activities are adapted or differentiated to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). PSHE lessons provide a safe and supportive environment in which pupils learn to value difference, challenge discrimination and develop respect for themselves and others.

British Values

At St. Joseph's, British Values are actively promoted through PSHE and are embedded in every PSHE lesson. Teaching supports pupils' understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are reinforced regularly through whole-school assemblies, where pupils are encouraged to reflect on current issues, behaviour and their role within the school and wider community. We also use Picture News as a key resource to explore topical events and real-life scenarios, enabling pupils to develop critical thinking skills, express their views respectfully and understand how British Values apply in everyday life.

Protected Characteristics

At St. Joseph's Primary School, teaching about the protected characteristics, as defined by the Equality Act 2010, is central to our commitment to inclusion and equality. These are explicitly taught and explored through PSHE lessons, where pupils learn to value diversity, challenge stereotypes and develop respect for others. Understanding is further reinforced through whole-school assemblies, where key messages around fairness, empathy and inclusion are shared. We also use Picture News to explore current events and real-life scenarios, supporting pupils to discuss and understand protected characteristics in an age-appropriate way. Learning is embedded across the wider curriculum, including Religious Education, English and History, where pupils encounter diverse families, cultures, beliefs and experiences. Through these opportunities, pupils are supported to develop tolerance, respect and an understanding of their role in a diverse society.