

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **PSHE POLICY**

**Reviewed: September 2025**  
**To be reviewed: September 2027**

## **PSHE AT ST JOSEPH'S**

This PSHE Policy aims to outline our comprehensive approach to teaching PSHE at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of PSHE concepts, foster a positive attitude towards learning, and achieve their full potential in PSHE.

## **VISION STATEMENT**

Our vision is to provide a PSHE curriculum where children's well-being, happiness and safety are our priority. As a nurturing school, we aim to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

## **INTENT**

As a school, we believe that children are all individuals, and we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We encourage our pupils to play a positive and active role in contributing to the life of the school and the wider community. In doing so, we develop in them a sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

## **IMPLEMENTATION**

At St. Joseph's we follow the SCARF scheme of learning, which is provided by Coram Life Education. SCARF stands for Safety, Caring, Achievement, Resilience and Friendship – representing the importance of these values for all children. The scheme offers a whole-school approach to mental health, wellbeing, behaviour, resilience and achievement. There are six main themes taught across the year (Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being My Best and Growing and Changing).

The children in KS1 and KS2 are taught discrete PSHE lessons for a minimum of one hour each week. The prime area of personal, social and emotional development runs through our EYFS curriculum, where children learn about self-regulation, managing self and building relationships.

St. Joseph's endeavours to provide wider opportunities to support and enhance elements of the PSHE curriculum. Special events, key campaigns and themed days/weeks provide opportunities for pupils to explore topical issues. These include Anti-bullying Week, Spirituality Day, Health week and half termly Forest School sessions. Our Mini Governors help to shape the school, supporting our school community through fundraising and community events.

We use the 'No Outsiders' resource to extend our teaching of equality and protected characteristics to all our children, using key messages we can take from children's picture books. Additionally, our children explore the Picture News resource every week in class, learning about topical issues around the world.

### **IMPACT**

By the end of the EYFS pupils will be able to;

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will begin to explain the reasons for rules, know right from wrong and try to behave accordingly.

In KS1 and KS2 our pupils will;

- learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **ASSESSMENT**

Assessment happens on a variety of levels and is used to inform teachers, SLT and Governors on pupil attainment and progress.

#### **Formative Assessment**

This happens in every lesson through teacher observations and questioning. Misconceptions and gaps are then addressed as quickly as possible (in the lesson) so that children are prepared for the next lesson and any new learning (circulate, assess and amend).

#### **Reporting**

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort.

## **CONTINUOUS IMPROVEMENT**

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.