

# St Peter's Catholic Primary School

## PSHE (Personal, Social, Health and Economic Education) Policy



Policy	PSHE
Date	June 2025
Date of review	June 2026
Signed Chair of Governors	To be ratified by Governors on 7/7/2025
Signed Headteacher	<i>C Scott</i>

### Mission Statement

We, the family of St Peter's, united by our faith in God, love, learn and grow together.

# PSHE (Personal, Social, Health and Economic Education) Policy

## St Peter's RC Primary School

### 1. School Background Information

1.1	Type of School	Primary
1.2	No. of classes in year	2 form entry
1.3	Gender	mixed

### 2. Key contacts

2.1	Safeguarding Lead:	Mrs Fiona Sapiano
2.2	Senior Mental Health Lead/PSHE Lead:	Mrs Fiona Sapiano
2.3	Lead Governor:	Ms Carmel Casey

### 3. Policy Development

This policy was developed by the school governors and the PSHE Subject Lead, in consultation with pupils (school council and Wellbeing Champions)/staff/parents and carers.

### 4. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- 4.1 RSHE Policy
- 4.2 Behaviour Policy
- 4.3 Anti-bullying Policy
- 4.4 Online Safety Policy
- 4.5 Safeguarding/Child Protection Policy
- 4.6 SEND Policy and Information Report

### 5. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World

- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

## 6. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, this is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- develop personal responsibility for one's actions
- know where to get confidential advice and support

## 7. Teaching and Learning:

As a school we follow the **Twinkl Life scheme**, however, as catholic primary school, for our statutory Relationships, Sex and Health education, we follow our diocese's scheme (**TEN TEN LIFE TO THE FULL**) – please see RSHE Policy.

The whole purpose of Catholic education is to connect every aspect of growth: physical, social, emotional, intellectual and spiritual, with love. The ultimate goal is to enable children to grow into adults who fully understand their own self-worth and love themselves (i.e. accept themselves positively) and, in turn, be able to love their neighbour.

## Objectives

To develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others
- joy in the goodness of the created world and their own bodily natures
- responsibility for their own actions and a recognition of the impact of these on others

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- managing conflict positively, recognising the value of difference
- cultivating humility, mercy and compassion, learning to forgive and be forgiven
- developing self-esteem and confidence, demonstrating self-respect and empathy for others
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

## 8. Organisation of PSHE

- 8.1 Timetable allocation - 1hr every week
- 8.2 Groupings - Whole Class
- 8.3 Staff Involved - The course will be delivered predominantly by the Class Teacher, but there are times during the programme when learning is complemented by external visiting speakers. It is important to note that where outside visitors may help to deliver PSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 8.4 Where taught: Dedicated PSHE lessons/ Subject specific e.g. Science and RE/ Assemblies/Special weeks e.g. Children's Mental Health Week, Friendship Week

## 9. Content of PSHE Curriculum:

We deliver our comprehensive PSHE curriculum under these unit headings:

- Aiming High
- Safety First
- Digital wellbeing
- TEAM
- Think positive
- Diverse Britain
- Be yourself
- One World
- Money Matters

See Appendix A for further details of year group coverage.

## 10. Approaches for Delivering Effective PSHE

### 10.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

### 10.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

### 10.3 A Range of Learning Approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits by a variety of groups.

### 10.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

### **10.5 Use of External Organisations**

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **10.6 Groupings**

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one-to-one sessions.

### **10.7 Responding to Pupils' Questions**

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

### **10.8 Meeting the Needs of SEND Pupils**

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **11. An Inclusive Approach through a Moral and Values Framework**

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds

- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

## 12. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

## 13. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses.

Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods

- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

#### 14. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE.

## Next Review Date: June 2026

*This Policy should be read in conjunction with:*

- [\*Keeping Children Safe in Education\*](#) (statutory guidance) (2024)
- [\*Respectful School Communities: Self Review and Signposting Tool\*](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [\*Behaviour and Discipline in Schools\*](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [\*Equality Act 2010 and schools\*](#) (2010)
- [\*SEND code of practice: 0 to 25 years\*](#) (statutory guidance) (2015)
- [\*Alternative Provision\*](#) (statutory guidance) (2013 – updated 2016)
- [\*Mental Health and Behaviour in Schools\*](#) (advice for schools) (2018)
- [\*Preventing and Tackling Bullying\*](#) (advice for schools, including advice on [\*cyberbullying\*](#)) (2017)
- [\*Sexual violence and sexual harassment between children in schools\*](#) (advice for schools) (2018)
- [\*The Equality and Human Rights Commission Advice and Guidance\*](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [\*Promoting Fundamental British Values as part of SMSC in schools\*](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)



## **Appendix A**

### **St Peter's PSHE CURRICULUM MAP – Twinkl life units**

<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b> <b>Year 2</b>	Aiming High Digital Wellbeing Money Matters	Think positive	Safety First	Diverse Britain	One World	Be Yourself TEAM
<b>Year 3</b> <b>Year 4</b>	Aiming High Digital Wellbeing Money Matters	Safety First	Think positive	Diverse Britain	Be Yourself	One World TEAM
<b>Year 5</b> <b>Year 6</b>	Aiming High Digital Wellbeing Money Matters	Safety First	TEAM	Diverse Britain	Think positive	One World Be Yourself