



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

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To be reviewed;	annually

### Our Mission Statement

Together we grow in faith, knowledge and love.

Together we show respect, kindness and confidence.

Together our community  
shines.

We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.

## 1. Aims

At St Anne's RC Primary School, we aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.

We aim to give children a broad experience of PSHE topics, allowing them the time to take ownership of their learning, enabling them to understand how they can keep themselves healthy; mentally, physically and spiritually.

*'Pupils with greater emotional, behavioural, social, and school well-being had, on average, higher attainment and were more engaged with their schooling, even after controlling for variables such as deprivation'*

### **Department for Education**

The PSHE curriculum at St Anne's is a planned, developmental programme of tailored learning designed to help learners develop the knowledge, understanding, attitudes and skills to live healthy, safe, productive and fulfilled lives, now and in the future. Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. At St Anne's we encourage our children to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth.

*'PSHE education gives pupils information on the world of work, challenges stereotypes about different careers and helps pupils to develop the skills they need to succeed in the workplace... There is strong evidence that these skills can be developed through classroom-based activity such as PSHE education'*

### **A Curriculum for life**

The aims of our PSHE curriculum is to:

- actively promote fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- promote tolerance and respect of all faiths (and those with no faith), cultures and lifestyles through effective spiritual, moral, social and cultural development;
- understand the journey of puberty from childhood to adolescence;
- play an active, positive role as citizens in a democratic society;
- understand the risks and dangers associated with drugs and tobacco
- develop good relationships with each other and all members of the school and wider community;
- promote a healthy and safe lifestyle, including mental health and well-being;
- Understand the concept of e-safety and the risks associated with being online.

## 2. Statutory requirements

PSHE enables children to become healthy, independent and responsible members of society.

At St Anne's, it is taught through the framework of the 2014 National Curriculum, using detailed advice from the DFE's Relationships Education and Sex Education (RSE) and Health Education (2019) [statutory guidance](#).

## 3. Content and delivery

### 3.1 What we teach

At St Anne's we use a spiral curriculum approach to teaching PSHE, using a combination of resources to allow a rich coverage across the breadth of the curriculum; tailoring it to the needs of our school geographically whilst keeping our Catholic values at the core of our curriculum.

We use three schemes of work to deliver the PSHE curriculum, including the statutory RSE curriculum.

#### 1. I Matter Curriculum (Manchester Healthy Schools)

Manchester Healthy Schools have been working in partnership with Manchester schools for over 20 years-tackling health inequalities and improving the health and wellbeing of children and young people. They have adopted a whole school approach to health and wellbeing using the following thematic areas:

- Keeping Safe
- Living in the Wider World
- Mental and Emotional Health
- Healthy Lifestyles

Every **I Matter** session is structured in the same way so that a consistent approach is used throughout school.

Each lesson involves:

- Learning outcomes and study links
- Key skills developed
- A detailed lesson plan with prompts to resources and recommended time spent on each section
- Challenges using scenario questions
- Extension
- Plenary

#### 2. No Outsiders (coverage of the protected characteristics in the Equality Act 2010)

This resource allows the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) to be embedded into our curriculum thus promoting equality for all whilst celebrating living in a community full of difference and diversity.

The use of books to teach the protected characteristics ensures that children are taught using age appropriate resources. The format of the planning allows a whole school approach that is consistent.

Each lesson consists of:

- A starter activity
- Role play opportunity

- Plenary
- Explicit assessment opportunities

### 3. Ten:Ten - Life to the Full (RSE curriculum)

At St Anne's we believe that effective Relationship and Sex Education is essential for young people to make responsible and well-informed decisions about their lives.

*Life to the Full* is a fully-integrated and holistic programme in Relationship Education that truly enables children to 'live life to the full' (John 10:10). Relationship and Health Education became statutory for all primary schools from September 2020. The structure of Life to the Full is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service, which was highlighted as a work of good practice by the Department of Education. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

#### 3.2 How we teach it

At St Anne's, PSHE is taught for an hour every week. PSHE is woven throughout the curriculum in our school and comes in many different forms: through whole-class teaching, group activities, individual tasks, role play, assemblies, outside speakers, cross-curricular lessons and discrete lessons.

Every class at the beginning of the year is introduced to the class charter, zones of regulation and initiatives like 'Gimme 5'. These all set the foundations of the kind of learning environment and language we will use throughout the year in the classroom and are then further embedded when revisited in the PSHE sessions.

In EYFS, the PSHE strands remain constant as the rest of the school with a particular focus on self-regulation, managing self and building relationships throughout the year.

We also participate in themed days throughout the year to enhance and focus on the mental, physical and spiritual wellbeing of the child. At St Anne's we have taken part in Anti-bullying campaigns such as *Odd Socks Day* as well as *No Pens Day*, *Sports Day*, *Childrens' Mental Health Day* and *Rights of the Child*. These encourage the children to know, understand and exercise their rights and personal freedoms in a safe manner.

To provide a rich tapestry of learning and experiences, St Anne's also utilises the use of external agencies to engage children and also provide new and interesting ways to enhance their learning journeys. The following parts of the PSHE curriculum have been covered by outside agencies:

- Mental and Emotional Health – ie Hummingbird workshop- MedEquip4Kids, 52 Lives
- Healthy Lifestyles - Yes Chef (Healthy cooking and eating) Lidl Foodies, Teaching Primary food and nutrition programme
- Living in the Wider World- Santander
- Keeping Safe- Project Chameleon, Manchester Fire and Rescue

Spiritual, moral, social and cultural development (SMSC) are promoted throughout all PSHE teaching:

**Spiritual development:** We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

**Moral development:** We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

**Social development:** We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

**Cultural development:** We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

### **3.3 Creating Safe and Supportive Learning Environment**

Due to the fact that PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. If a child appears 'at risk' or makes a disclosure, all teaching staff are aware of the school's safeguarding policy to ensure clarity about what is required in such circumstances.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by the teacher teaching the lesson in a sensitive manner. If necessary, the child will be spoken to prior to the lesson to allow them to let the teacher know how they feel about a topic. If a safeguarding concern is to come to the fore, the teacher must log this as they would any other concern, in line with our safeguarding policy.

### **3.4 Inclusion**

At St Anne's, lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of resources, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the best possible outcome for all children within the class.

Through our opportunity rich curriculum, we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. We alter and amend activities and modes of assessment for SEND children and provide activities and debating opportunities to challenge our most able pupils, allowing them to formulate personal views based on discussions in class.

### **3.5 Assessment**

PSHE learning is recorded in PSHE class books and in some instances RE Big Books, where links are made. These books contain a range of evidence of the children's learning, which can include –but is not limited to– photocopies of cross-curricular learning; children's verbal or written comments; photographic evidence of activities and experiences.

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We assess at the end of the lesson whether the child has achieved the objective and indicate this using a green highlighter, in line with our marking and feedback policy. Any child that may have misconceptions will be identified

by the teacher and this be addressed as deemed appropriately by the teacher; either as a whole class or individually.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. We keep a record of children's skills in this subject, which we discuss with parents during Parents' Evenings and additional meetings/discussions that take place throughout the year such as our 'WOW afternoons'.

The schemes of work that support the delivery of our curriculum also use the following modes of assessments for the teacher to utilise when assessing whether the class or a child has achieved the learning objective.

- **Life to the Full** – ask it basket (Anonymously ask questions in relation to the SRE curriculum)
  - before and after activity to gauge progress in the lesson
- **No outsiders** – Assessment for Learning questions at the end of each lesson. This is usually an open-ended question to promote further discussion.
- **I Matters Curriculum** – Stop and think questions suggested throughout the session plan and open-ended plenary questions at the end that can be used as a form of assessment.

### **3.6 Parents and Carers**

St Anne's understands that parental involvement is key for the progress and success of a child. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- consult parents on changes in the PSHE curriculum, using face to face consultations and letters home
- communicate with parents and carers through letters, at drop off/collection and through parent workshops.
- offer support by utilising devices such as the online portal (Life to the Full) which allows parents to access the resources and materials we use with the children and answer any questions they may have about the PSHE curriculum.

We recognise that parents and carers may have reservations about aspects of the PSHE curriculum. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in our PSHE curriculum and meets their child's needs.

Parents continue to have the right to withdraw their children from Health Education except in those elements which are required by the National Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher using the relevant document found on our school website.

## **4. Roles and responsibilities**

### **4.1 The Governing Body**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Curriculum committee name

### **4.2 The Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority.

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

#### **4.3 PSHE Lead**

The PSHE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

They will also liaise with members of staff to discuss the PSHE curriculum at St Anne's and ensure the objectives allow for a wide and enriching curriculum combining both statutory and non-statutory objectives.

The Subject Leader supports colleagues in their teaching of PSHE by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school and provide training opportunities as and when required.

#### **4.4 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **5. Monitoring arrangements**

This policy will be evaluated and reviewed annually.

Last updated: June 2025

### **6. Links with other policies**

This policy links to the following policies and procedures:

- RSE policy
- Respectful Relationships and Behaviour Management policy
- ICT and e-safety policy
- Marking and Feedback policy
- Manners Curriculum
- Child Protection and Safeguarding policy
- SEND policy