



## St Anne's Catholic Primary School

### PSHE Policy

#### 1 What is PSHE?

1.1 Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community. PSHE is concerned with the emotional health and well-being of our pupils; through teaching PSHE, we aim to help our children become independent learners and responsible citizens.

1.2 St Anne's is a Catholic school in which Christian values underpin all that takes place. Pupils are taught in a spirit of tolerance, understanding and respect, through the curriculum and through our loving and caring ethos. We place great importance in helping children to develop self-esteem, to understand themselves and others and to engage successfully in society.

1.3 Through the teaching of PSHE, we adhere to the requirements outlined in Part 6 Section 78 of the Education Act 2002, *'The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which —*

*(a)promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*

*(b)prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'*

Our curriculum also complies with all statutory Health and Relationships Education content (2020).

#### 1. Aims of PSHE

- 2.1 PSHE helps pupils to:
- Make reasoned and informed choices;
  - Know and understand what constitutes a healthy lifestyle;
  - Understand and manage their emotions;
  - Become morally and socially responsible;
  - Understand the difference between right and wrong;

- Develop self confidence and self-esteem;
- Participate actively in our democracy;
- Be good role models to others;
- Be co-operative and adaptable;
- Contribute to a multi-skilled and flexible workforce;
- Be inquisitive, independent thinkers;
- Value diverse lifestyles, cultures and faiths;
- Have concern for the environment;
- Develop skills for living;
- Value themselves and respect others, regardless of race, gender, sexuality, mental or physical disability etc;
- Be aware of safety issues;
- Develop good relationships with other members of the school and wider community.

### 3. **The aims of PSHE and how these contribute towards the school's aims:**

#### 3.1 Our main objectives in teaching PSHE are:

- That the children develop self-esteem, confidence, independence and responsibility and they are able to make the most of their opportunities;
- That the children play an active role as citizens and members of society;
- That the children develop effective and fulfilling relationships and learn to respect the differences between people;
- That the children develop healthy lifestyles and keep themselves and others healthy.

#### **4. Delivery and Organisation of PSHE lessons**

4.1 Our curriculum, aligned with the PSHE Association's recommended programme of study is delivered mainly through the '1decision' and 'Life to the Full' programme of resources. PSHE is also delivered in a cross-curricular way, through collective worship (e.g. in assembly and through Mass), and through other means, such as Enrichment, the School Council, school visits, residential visits, special activities, etc.

4.2 In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. Learning is focused within three core themes:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

4.3 A whole-school approach is used to implement the 1 decision programme – each year group will cover the same theme or topic at the same time, but will be taught in an age appropriate way. Each class will have a timetabled PSHE lesson to be taught on a weekly basis; PSHE will be taught in all key stages (EYFS, KS1 and KS2).

4.4 The St Anne's PSHE Provision Map for Years 1-6 is stored in the PSHE Folder on the T:Drive. Planning for each of Year groups 1-6 is also stored there. Class Teachers will annotate and evaluate their yearly provision plan, and will have them ready when required (e.g. for moderation).

4.5 PSHE displays in classes will exist to support, consolidate and celebrate learning.

#### **5. New PSHE Curriculum Outline**

5.1 1 decision links to the PSHE Associations Programme of study based on their three core themes

- Health and Wellbeing
- Relationships
- Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	LttF – Module 1 Unit 1 Let the Children Come	1D – Keeping/Staying Healthy Unit Baseline Assessment	1D – Relationships Unit Baseline Assessment	LttF – Module 3 Unit 2 The Communities We Live In	1D – Feelings and Emotions Unit Baseline Assessment	1D – Computer Safety Unit Baseline Assessment	
	1D – Keeping/Staying Safe Unit Baseline Assessment			1D – Being Responsible Unit Baseline Assessment		1D – Online Bullying	
	1D – Road Safety	1D – Washing Hands				1D – Friendship	1D – Jealousy
					1D – Water Spillage		
Year 2	LttF – Module 2 Unit 1 God Loves You	1D – Healthy Eating	1D – Bullying	1D – Practice Makes Perfect	1D – Worry	LttF – Module 3 Unit 1 Session 2 – Who Is My Neighbour?	
	1D – Tying Shoelaces	1D – Brushing Teeth	1D – Body Language	1D – Helping Someone in Need		1D – Anger	1D – Image Sharing
	1D – Living in our World		1D – Working in Our World		1D – Looking After Our World		
Year 3	1D – Staying Safe	1D – Medicine	1D – Stealing	LttF – Module 1 Unit 1 Get Up!	LttF – Module 2 Unit 1 Jesus, My Friend	LttF – Module 3 Unit 2 How Do I Love Others?	
	1D – Leaning Out of Windows	1D – Keeping/Staying Healthy Unit Summative Assessment	1D – Being Responsible Unit Summative Assessment		1D – Making Friends Online	1D – Computer Safety Documentary	1D – Hazard Watch (Stand-alone unit)
	1D – Keeping/Staying Safe Unit Summative Assessment		1D – Touch	1D – Grief			
		1D – Relationships Unit Summative Assessment	1D – Feelings and Emotions Unit Summative Assessment				

Year 4	LttF – Module 1 Unit 3 What Am I Feeling?	1D – Keeping/Staying Healthy Unit Baseline Assessment	1D – Being Responsible Unit Baseline Assessment	LttF – Module 1 Unit 3 What Am I Looking At?	1D – Computer Safety Unit Baseline Assessment	1D – A World Without Judgement Unit Baseline Assessment
		1D – Healthy Living			1D – Online Bullying	
	1D – Keeping/Staying Safe Unit Baseline Assessment	1D – Growing and Changing Unit Baseline Assessment	1D – Coming Home on Time	1D – Feelings and Emotions Baseline Assessment	1D – The Working World Unit Baseline Assessment	1D – Breaking Down Barriers
	1D – Cycle Safety	1D – Relationships (Appropriate Touch)		1D – Jealousy	1D – Chores at Home	
Year 5	LttF – Module 1 Unit 1 Calming the Storm	1D – Smoking (Adults’ Views & Children’s Views) or / and	LttF – Module 1 Unit 3 Body Image	LttF – Module 1 Unit 3	1D – Image Sharing (Adults’ Views & Children’s Views)	1D – Enterprise (Adults’ Views & Children’s Views)
	1D – Peer Pressure (Adults’ Views & Children’s Views)	CWP – Smoking	1D – Looking Out for Others (Adults’ Views & Children’s Views)	I Am Thankful!		
		1D – Puberty (Adults’ Views & Children’s Views)		1D – Anger (Adults’ Views & Children’s Views)	LttF – Module 2 Unit 2 Friends, Family and Others	1D – Inclusion and Acceptance (Adults’ Views & Children’s Views)
Year 6	LttF – Module 2 Unit 2 Do You Want A Piece of Cake?	1D – Alcohol (inc. Drugs) or / and CWP – Alcohol	1D – Conception  or / and LttF – Module 1 Unit 4 Session 1 – Making Babies – Part 1 Session 2 – Making Babies – Part 2	LttF – Module 2 Unit 2 Self-Talk	1D – Worry	LttF – Module 3 Unit 2 Reaching Out
	1D – Water Safety	LttF – Module 1 Unit 3 Peculiar Feelings		1D – Stealing	1D – Feelings and Emotions Unit Summative Assessment	1D – In-App Purchases
	1D – Keeping/Staying Safe Unit Summative Assessment	1D – Keeping/Staying Healthy Unit Summative Assessment	1D – Growing and Changing Unit Summative Assessment	1D – Being Responsible Unit Summative Assessment	1D – Computer Safety Unit Summative Assessment	1D – The Working World Unit Summative Assessment
						1D – Making Friends Online
						1D – A world Without Judgement Unit Summative Assessment

5.2 St Anne's PSHE Progression Maps along with planning will be kept in each classroom (year group appropriate) for reference, to assist planning PSHE Lessons. Early Years will use the EYFS curriculum instead and will select PSED (Personal, Social and Emotional Development) objectives to include in their planning. Examples of planning for all year groups (EYFS – Year 6) will be stored on the shared network in the PSHE file and are a tool to be adapted if used to support PSHE planning.

## 6. **Relationship and Sex Education (SRE)**

6.1 RSE is part of the PSHE curriculum. Please refer to the RSE Policy.

## 7. **Drug and Alcohol Education (DAT)**

7.1 DAT is part of the PSHE curriculum. Please refer to the Drugs Education Policy.

## 8. **Teaching and Learning**

8.1 PSHE is taught in an interactive way; we encourage the children to learn by discussing, listening, sharing, reflecting, analysing, problem solving, debating and investigating. Each PSHE lesson (including DAT Education and Relationships and Sex Education) will begin by establishing/revising the ground rules – these are used during PSHE in order to ensure children feel safe and are willing to explore sensitive issues in a safe environment.

8.2 In order to deliver PSHE in an interactive way, we use:

- The '1decision' and 'Life to the Full' resources.
- Cross-curricular teaching – opportunities within other curriculum areas can be utilized (e.g. citizenship in Geography, improving health in P.E, health and drug issues in Science, beliefs, values and practices in R.E, drama, roleplay, debate and discussion in Literacy)
- Children will take part in group, class or whole school events and initiatives (e.g. school productions, International Evening, Mass, Sports Day, Residential trips etc);
- Collaborative play in the playground and football pitch during playtimes, lunchtimes and P.E lessons.

## 9. **Confidentiality and Child Protection**

9.1 Class teachers conduct PSHE lessons in a sensitive manner and in confidence. The ground rules covered at the start of each PSHE lesson help children to feel secure and allow the whole class to understand the need for sensitivity.

9.2 Staffs are available to discuss any issues that arise in lessons with parents/carers.

9.3 Children's questions are answered as honestly and as fully as is appropriate. However, if a child makes a reference to anything which gives cause for concern (e.g. corporal punishment, sexual abuse, physical abuse, illegal substance use, radicalisation or female genital mutilation) then the teacher or adult involved must follow the procedures outlined in the Safeguarding Policy and must refer to the named Child Protection Officer (Headteacher) who will decide how the matter will be dealt with.

## **10. Visitors, voluntary helpers and out of school visits**

10.1 The school uses several outside agencies to contribute to the PSHE programme (e.g. School nurse, Firefighters); these visitors must be CRB checked in accordance with the school's Safeguarding policy and local authority guidance.

10.2 Visitors do not take sole responsibility for classes and class teachers and/or teaching assistants must always be present.

10.3 When planning out of school visits, teachers must do so in line with the guidance outlined in the Educational Visits Policy.

## **11. Staff development and training opportunities**

11.1 Many of the issues raised in PSHE activities are sensitive. Due to this, it is important that staff are supported and trained appropriately. The PSHE coordinator is available to all class teachers for support and may be called upon to team teach if required.

11.2 To develop staff confidence and competence:

- The PSHE lead will attend appropriate conferences and staff development courses;
- Training needs will be identified through performance management and through moderation conducted by the PSHE lead;
- Where appropriate, the PSHE lead or Deputy Head will arrange or lead schoolbased training (e.g. INSET training);
- The PSHE lead will take responsibility for leading and developing PSHE across the school.

## **12. Inclusion**

12.1 PSHE positively supports the school's policy for Inclusion. We teach PSHE to all of our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with SEN. Activities and debates challenge our most able pupils. Children have access to our ELSA as the need arises.

## **13. Healthy Schools Status**

13.1 St Anne's recognises the London Healthy Schools status as an effective vehicle to promote PSHE and citizenship across the whole school.

13.2 Following the guidance from this initiative, we aim to continue to maintain our current Bronze Healthy Schools Status, and take sustainable action towards achieving Silver and Gold status.

#### **14. Assessment, Recording and Reporting**

14.1 Teachers use the assessment opportunities within the '1decision' programme (baseline assessments, ongoing assessment within lessons and units, and summative assessments to inform their teaching, consolidation and next steps.

14.2 Through subject monitoring, the PSHE coordinator can see areas of strength and identify needs and areas for future development.

14.3 Developing assessment across PSHE is an ongoing process-

14.4 Circle Time celebration assemblies celebrate children's achievement and effort. We reward positive behaviour through House/Dojo points, stickers, certificates etc (See Behaviour and Discipline Policy).

14.5 In the EYFS, observations also help to record children's progress in relation to the PSED objectives included in the EYFS curriculum.

14.6 A comment relating to PSHE will be included in the annual report to parents/carers on pupils' progress.

#### **15. Resources**

15.1 The PSHE coordinator is responsible for the ordering and management of resources.

15.2 Each class teacher can access all resources and planning through the PSHE Folder on the T Drive.

15.3 The PSHE coordinator is available for staff to consult regarding any issues in PSHE.

#### **16. Monitoring and Review**

16.1 The PSHE lead will monitor and evaluate coverage and outcome at the end of each term/ or as per the monitoring cycle

16.2 Monitoring will allow the PSHE coordinator to assess the quality of teaching and learning across the whole school allowing strengths and weaknesses to be highlighted and addressed as appropriate.

16.3 It is the subject leader's responsibility to provide feedback from monitoring to SLT.

16.4 Class teachers will be given feedback from the PSHE lead.

16.5 It is the responsibility of the PSHE coordinator to support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

## **17 Related policies**

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17.1 See also:

- Assessment;
- Drugs Education;
- Early Years;
- Educational Visits;
- EAL;
- Equal Opportunities;
  
- Homework;
- Marking and Feedback;
- Presentation;
- Safeguarding;
- SEND;
- Teaching and Learning

<b>Date agreed by governing body on</b> July 2025	<b>Signature of Chair or Vice Chair</b>
<b>Date agreed for review</b> Summer 2028	Frequency of Review Three-year cycle
<b>Responsibility for Review</b> A&C Committee	