

St Paul's

C of E Primary School



A place to belong

Personal, Social, Health, Economic (PSHE) Education Policy Overview

Chair of Governors Approval:

Tom Mitchell

Acting Headteacher Approval:

Charlotte Hughes

Member of Staff Responsible:

Sandra Evans

Reviewing Committee:

Curriculum

Date to be reviewed:

Autumn 2027

Statutory / Non Statutory:

Statutory

Statutory Policy - This policy was reviewed and approved by the Full Governing Board on 21st October 2026. It is effective from this date and remains in force until the next scheduled full annual review by the Full Governing Body in Autumn 2027. Where updates are required to reflect changes in statutory guidance or operational procedures (typically effective from 01 September), these will be incorporated through version-controlled amendments. All such updates will be clearly documented and communicated to staff.

<u>Review Date</u>	<u>Reason for Change</u>
<u>September 2026</u>	<u>Updated in line with introduction of stand alone RSHE policy.</u>

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

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Statement of intent

St Paul's Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our standalone Relationship, Sex and Health Education (RSHE) policy.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's website where it, and the PSHE curriculum, is available for parents to download following the link below
https://www.kapowprimary.com/featured_documents/rse-and-pshe-curriculum-guide-for-parents-and-carers/

1. Legal framework & Related Policies

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2026) 'Keeping children safe in education' (KCSIE)
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2026) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- RSHE Policy
- Drug and Alcohol Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality Information and Objectives Policy
- Complaints Procedures Policy

2. Key roles and responsibilities

2.1. The Governing Body has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The Governing Body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.

2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The PSHE Leader is responsible for overseeing and adapting the **Kapow Primary** scheme of work, liaising with staff and external agencies to ensure high-quality, comprehensive PSHE provision that fulfills the aims laid out in this policy.

- 2.7. The school will consult with parents to ensure that the RSE elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community. (All matters relating to non-statutory Sex Education, parental consultation thereon, and the right to withdraw are managed specifically under the standalone Primary RSHE Policy).
- 2.8. The school ensures that pupils are also involved in the creation of this policy through annual feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE curriculum

3.1. Pupils will learn -

- **Health & Wellbeing:** Build knowledge of physical health, mental wellbeing, emotional literacy, and personal safety (online and offline).
- **Relationships:** Develop skills for respectful, healthy relationships with peers and adults, valuing diversity and inclusion.
- **Living in the Wider World:** Foster enterprise, financial capability, digital literacy, and an understanding of democracy, rights, and citizenship.
- **Personal Development & Independence:** Promote self-confidence, resilience, critical thinking, and positive decision-making.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3. Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Pupils are reminded of these at the beginning of each lesson.
- 4.4. During their time at St Paul's, all pupils are encouraged to take part in charity work, as well as organising school events.
- 4.5. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.6. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.7. Pupils' questions, unless inappropriate, are answered respectfully and age-appropriately by teachers.

5. Timetabling and cross-faculty involvement

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by class teachers and other staff, using the **Kapow Primary PSHE scheme of work**. This online platform provides progressive planning, interactive teaching materials, and resources mapped directly to statutory DfE guidance for Relationships Education, Health Education, and non-statutory economic/citizenship units.
- 5.3. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, Disclosures and Confidentiality

- 6.1. PSHE lessons create a safe environment where pupils can discuss sensitive topics. Teachers establish clear ground rules and use distancing techniques (e.g., scenarios/case studies) in lessons.
- 6.2. Staff are vigilant to child-on-child abuse, grooming, and exploitation, adhering strictly to the procedures set out in the school's *Child Protection and Safeguarding Policy*.
- 6.3. Teachers cannot guarantee absolute confidentiality to pupils. Disclosures made during PSHE sessions are reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- 6.4. Mandatory reporting requirements (such as FGM disclosures) are handled in accordance with statutory guidelines and school safeguarding procedures.
- 6.5. External visitors supporting PSHE sessions are vetted and must agree to follow the school's safeguarding disclosure protocols in advance.
- 6.6. Sensitive topics - such as mental ill health, bereavement, and self-harm—are taught using safe, preventative, and age-appropriate approaches that never provide instructive detail or compromise pupil wellbeing.

7. Tailoring PSHE and Inclusion

- 7.1. The school uses initial baseline tasks and discussion to ascertain pupils' prior knowledge, adapting subsequent teaching to suit the learning needs and composition of each class.
- 7.2. Teaching considers the age, developmental readiness, cognitive ability, and cultural backgrounds of all pupils, ensuring high expectations for all learners.
- 7.3. Adaptations, visual scaffolding, and language support are provided for pupils for whom English is an additional language (EAL) to ensure full curriculum access.
- 7.4. SEND Provision & Accessibility: In line with the Equality Act 2010, reasonable adjustments are made to ensure all pupils with Special Educational Needs and Disabilities (SEND) fully access PSHE education. Teaching is adapted using Kapow

Primary's differentiated materials, visual prompts, simplified language, social stories, and concrete learning aids tailored to individual EHCP or IEP targets.

- 7.5. Vulnerability & Personal Safety: Staff recognise that pupils with SEND may be more vulnerable to peer-on-peer abuse, bullying, online hazards, and boundary confusion. Content surrounding consent, privacy, safe touch, and seeking help is delivered explicitly and repeated at an appropriate developmental pace.
- 7.6. The school delivers statutory relationships and health education through this PSHE framework, cross-referencing the standalone *Primary RSHE Policy* for non-statutory sex education components and parent right-to-withdraw procedures.

8. EYFS, KS1 and KS2 programmes of study

8.1. Relationship to the Standalone RSHE Policy

This PSHE curriculum framework incorporates statutory Relationships Education and Health Education in line with Department for Education guidance. However, full details regarding learning progression, delivery frameworks, parental consultation, and the specific right-to-withdraw procedures for non-statutory Sex Education are detailed within the school's standalone **Relationships, Sex and Health Education (RSHE) Policy**.

Parents and carers have the right to request that their child be withdrawn from the non-statutory elements of Sex Education (as set out in the RSHE Policy). There is no parental right of withdrawal from statutory Relationships Education, Health Education, or National Curriculum Science subjects taught as part of this PSHE framework.

8.2. Early Years Foundation Stage (EYFS)

In Reception, personal development is guided by the statutory *Early Years Foundation Stage Framework*, specifically within the Personal, Social and Emotional Development (PSED) area of learning. Pupils develop foundational skills across three key strands:

- Self-Regulation (understanding feelings, focus, and behaviour)
- Managing Self (confidence, independence, and personal hygiene)
- Building Relationships (cooperation, empathy, and making friends)

These early learning goals provide the foundation for statutory PSHE and RSHE learning as pupils transition into Key Stage 1.

8.3 Scheme of Work (Kapow Primary)

The school follows the **Kapow Primary PSHE scheme of work**, which provides a progressive spiral curriculum from EYFS (Reception) through Key Stage 2. It incorporates EYFS PSED statutory outcomes alongside Key Stage 1 and 2 statutory DfE guidance for Relationships Education, Health Education, and non-statutory economic/citizenship units.

9. Assessment

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as written assignments, discussion groups and quizzes, in order to monitor progress.

10. Monitoring and review

- 10.1 This policy will be reviewed by the PSHE Leader on an annual basis in consultation with the Headteacher and Designated Safeguarding Lead.
- 10.2 Any changes to this policy will be communicated to all staff, governors, and parents.
- 10.3 The next scheduled review date for this policy is September 2027.