St Mary's Catholic Primary School

PSHE Policy

We grow and learn in the footsteps of Jesus

Approved by	
Name:	Emmy Nice
Position:	PSHE Coordinator
Signed:	E.Nice
Date:	22nd September 2026
Proposed review date:	September 2027
PSHE governor:	Nicola Pettitt

Statement of intent

St Mary's Primary Catholic 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.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

Aims and structure of the PSHE curriculum

PSHE at St Mary's aims to:

- Enable pupils to develop self-confidence and enhanced self-esteem.

- Help pupils to become responsible citizens.

- Help the children to become increasingly responsible for their own learning.

- Encourage children to respect one another, their feelings and possessions.

- Encourage children to respect the differences and diversities in people.

- Create an ethos in which the children will learn to tolerate and respect people from different races, cultures and religions, including children from ethnic minorities within our school.

- Help pupils to deal with social and moral issues.

- Encourage links with the community and its main social institutions.

- Teach children how to enjoy a healthier and safer lifestyle.

- Encourage pupils to think about social and moral dilemmas that they may come across in everyday life, e.g. aggressive behaviour, questions of fairness, of right and wrong and simple environmental issues.

- Encourage children to make real choices e.g. between healthy options in school meals, what to watch on television., what time to go to bed, what games to play or how to spend their pocket money sensibly.

- Teach children what kind of physical contact is acceptable or unacceptable.

- Inform children that they have a right to resist pressure to behave in an unacceptable and risky way and that they should know how to ask for help and use basic techniques for resisting pressure to do wrong.

Pupils will learn to do the following:

The school will use direct teaching via timetabled lessons to teach PSHE through the 1Decision scheme of work and RHSE through the Ten Ten scheme of learning: Life to the Full. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

Our RSHE/ PSHE Curriculum
Here at St Mary's, our Relationships, Health & Sex Education is based on the 'Ten:Ten' scheme of work, **'Life to the Full'.** Our PSHE curriculum is based on the 1Decision scheme of work.

'Life to the Full' is a scheme of work in Health, Relationships & Sex Education (RSHE) for Catholic primary schools, which embraces and fulfils the new statutory curriculum.

Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. These topics are also supplemented through Science, Computing, RE and Online Safety.

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.

Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is November 2026.

Signed: E.Nice

Date: 22.9.26