



P.S.H.E Policy

Personal, Social, Health and Economic Education

‘Growing in Faith and Learning’.

PSHE Lead: Mrs. Laura Cooke

Headteacher: Mrs. Kirsty Cullen

Chair of Governors: Rev. Debra Dyson and Mrs. Jo Scott

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Our Vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

Introduction

This policy outlines the teaching, learning, organisation and management of Personal, Social and Health and Economic education at St. Leonard’s C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion, parent consultation and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

What is the Intent of our PSHE Curriculum?

PSHE does not stand alone as a subject at St. Leonard’s. It is the very core upon which we base our daily learning and lives as a school community, through all subject areas. Our Christian values of community, hope, dignity, wisdom, perseverance and forgiveness provide a firm foundation for this and are central to our pupils’ mental health and wellbeing. Within school, we use the Kapow PSHE programme which is implemented across all Key Stages from EYFS to Year 6. Teachers using this scheme in progression, developing five core areas of learning: My Healthy Self, Connecting with Others, The Online World, Citizenship, Staying Safe, Growing Up and Health Protection. Please see the separate St Leonard’s Relationships, Sex and Health Education Policy (RSHE) for further information on how we teach the Sex Education aspect of this curriculum.

Our aim at St. Leonard’s is to equip all children with the necessary skills to take an active role in their community and manage their lives effectively, in an ever-changing world. We understand that mental health and well-being is paramount and it is therefore at the forefront in our school vision and values. We believe that all children are individuals and provide them with the opportunities they need to recognise and understand their place in society. Our challenging and exciting curriculum celebrates and upholds British Values, encouraging pupils to value themselves, appreciate differences and diversity, encourage mutual respect, be happy and feel confident and informed as a British Citizen. Our priority is to create a supportive and caring environment in which pupils feel safe

to grow and develop mentally, spiritually, culturally, morally and physically (please see the separate SMSC Policy for further information).

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Statutory and Non-Statutory Guidance

This policy has been re-written to meet the 2025 [Relationships and sex education \(RSE\) and health education statutory guidance](#), which schools must follow from September 2026. At St. Leonard's we follow the Kapow PSHE and RSHE schemes of work, which have been thoroughly redeveloped to ensure every element meets the expectations set out in the new guidance. The Reception units fulfil the statutory requirement of the [Early Years Foundation Stage Framework](#).

The scheme we follow has accounted for the guidance below. Together, these documents outline the expectations for helping pupils stay safe, understand themselves and others, develop healthy relationships and become responsible members of their school and wider community.

Statutory guidance

- [Relationships and sex education \(RSE\) and health education statutory guidance](#).
- [The Equality Act 2010](#), including duties relating to protected characteristics.
- [Keeping children safe in education](#).

Non-statutory guidance and frameworks

- [Teaching online safety in schools](#).
- [Promoting fundamental British values through SMSC](#).
- [Citizenship programmes of study: Key stages 1 and 2](#) (non-statutory).

We also ensure that the lessons we teach supports pupils' personal development, including their spiritual, moral, social and cultural development and understanding of British values.

Citizenship

While we understand that Citizenship education is currently non-statutory in primary schools, we have chosen to implement it as part of our curriculum to offer our children a broad approach to their personal development.

Inclusion within our PSHE and RSE lessons

The lessons we teach in PSHE and RSE are designed to be fully inclusive and adaptable for the different needs of the pupils in our school. Each lesson we teach includes an adaptive teaching

section, providing clear guidance on how activities can be modified to meet the needs of all learners. These strategies include:

- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Multi-sensory approaches** – lessons incorporate different elements to engage all learners.
- **Clear instructions and structured tasks** – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** – allowing pupils to work at their own pace while building confidence and independence.
- **Use of concrete examples and real-life scenarios** – Abstract ideas such as consent, relationships or emotions can be difficult for many pupils to grasp. Using clear, concrete scenarios and examples helps pupils understand what concepts look like in real situations.
- **Visual supports and symbol-based resources** – Dual-coding on our resources helps to support understanding, especially for pupils with communication or processing differences.
- **Repetition** – Revisiting key messages, vocabulary and expectations in different lessons and contexts supports retention and helps pupils feel secure with sensitive content.
- **Explicit teaching of social and emotional skills** – Skills such as recognising emotions, setting boundaries, asking for help or resolving conflict often need to be taught directly rather than assumed.

By embedding adaptive teaching throughout, we ensure that all pupils, regardless of their starting points, can access and succeed in their learning. The step-by-step curriculum design also supports all pupils, particularly those with SEND, by avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Additionally, the examples and content used throughout the scheme represent a diverse range of experiences and needs. Some characters are depicted with different ways of thinking, feeling, coping or responding, without these differences being explicitly labelled. This helps pupils recognise that people experience the world in different ways, supporting inclusion and understanding.

PHSE across the Curriculum

PSHE is closely linked with other subjects we teach in our school through our focus on developing the whole child. The knowledge and skills the children learn in their PSHE lessons are woven through the curriculum so that children can apply them in a range of contexts.

One of the strongest links is with science, particularly in topics such as animals including humans. In these lessons, children learn about the body, growth, and life cycles, which provides the biological understanding needed for RSE. PSHE and RSE build on this by helping pupils explore the emotional and social aspects of growing up, such as relationships, boundaries, and respect.

English also plays a key role in supporting PSHE and RSE. Through stories, discussions, and role play, children explore themes like friendship, family, and feelings. Speaking and listening activities help pupils express their thoughts and emotions clearly, while writing tasks such as diaries or letters encourage reflection and empathy.

RE links closely by encouraging children to think about values, beliefs, and different types of relationships and families. It promotes respect for diversity and helps pupils understand that people may have different perspectives, which is an important part of RSE.

In PE, children develop teamwork, cooperation, and an understanding of healthy lifestyles. These lessons reinforce PSHE themes such as respect, fairness, and taking care of their bodies. Similarly, computing supports PSHE and RSE through online safety, teaching children how to build safe and respectful relationships in digital environments and how to protect their personal information.

Other subjects also contribute in meaningful ways. Art allows children to express emotions and identity creatively, while geography and history help them understand different communities, cultures, and how relationships and family life can vary across time and place. Our maths lessons can link through financial education, where pupils learn about money management and making responsible choices.

Together, these connections show how PSHE and RSE underpin many aspects of learning and help children develop essential life skills.

How is the PSHE Curriculum implemented?

Kapow Primary's RSE & PSHE scheme is built around a spiral curriculum model. The key areas of the curriculum are revisited regularly, ensuring that pupils return to important themes such as relationships, health, safety, online life and growing up throughout their primary education.

By revisiting these key areas over time, the children build on prior learning in a way that reflects their increasing maturity, understanding and lived experience. This supports secure knowledge development and helps pupils apply learning to real-life situations as they arise.

- **Revisiting key concepts** – core ideas such as boundaries, friendships, wellbeing and seeking help are explored across multiple key areas and year groups, with learning framed in age-appropriate contexts.
- **Increasing depth and sensitivity** – concepts are introduced simply and then developed in more detail, allowing pupils to explore more complex or sensitive aspects as they grow older.
- **Supporting retention** – regular revisiting of key areas and concepts reinforces key messages and vocabulary, helping learning to stick over time.
- **Developing skills over time** – pupils practise and refine skills linked to the strands of self-regulation, managing self, building relationships and critical thinking. These are revisited across different key areas and contexts, supporting pupils to apply their learning consistently and confidently.

In our school, we teach PSHE weekly. In addition to the discrete lessons, PSHE is often reinforced through day-to-day school life. We revisit topics and give opportunities for the children to apply their learning in real-life situations. This helps the children make meaningful links between what we teach them and real experiences.

Mixed-Age

Our RSE and PSHE learning at St. Leonard's is organised over a two-year cycle: Cycle A and Cycle B. The curriculum is built on a full progression of skills and knowledge and is divided into key areas, most of which are revisited each year, so that children will never miss out on the statutory areas and the knowledge and skills within these are carefully mapped out for progression.

The Curriculum

In Kapow Primary's RSE & PSHE curriculum, a unit is a half-term block of learning. There is one unit per half-term throughout the school year, with each unit comprising six lessons. Lessons within a unit are carefully sequenced to build knowledge and understanding over time.

Each unit focuses primarily on one of the key areas of learning (or strands in EYFS), helping to ensure clear structure and full coverage of the statutory guidance. While there are natural overlaps between areas, organising learning in this way supports coherence and progression. The areas that the units are based upon are below:

My Healthy Self (Revisited each year)	Learning how to look after their mental and physical health and make choices that support their wellbeing.
Connecting with Others (Revisited each year)	Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
The Online World (Revisited each year)	Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
Citizenship (Revisited each year)	Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
Staying Safe	Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
Growing Up	Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
Health Protection	Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
Year 5 First Aid	Building on the health protection units, pupils learn how to recognise emergencies and use basic first aid skills to keep someone safe until help arrives.
Y6 Sex Education	Building on the growing up units, pupils learn accurate, age-appropriate information about human reproduction to support their understanding as they approach adolescence.

Each unit from Year 1-6 revolves around a central question that pupils should be able to answer by the end, drawing together what they have learned. Each individual lesson is also framed as a question, helping pupils understand the lesson's focus. This structure allows them to reflect on how they have met the lesson's objectives by the end.

A full breakdown of the units taught and progression of both disciplinary and substantive knowledge can be found within the 'Curriculum Map' and the 'Progression Grids' on the PSHE page of our school website.

Assessment of PSHE

At the end of every term, teachers will give an overall judgement on the children's ability in PSHE. They will use their teacher assessments, as well as the outcomes from the knowledge catchers in each unit to make their final judgement. Teachers will refer to the 'PSHE End Points' document for their particular year group and unit to support their judgements. The outcomes will then be recorded on the school's online tracking system, which is called Sonar. The codes that will be used are below:

Standard	Code	Description
Greater Depth	GD	Children working at the highest level within their age group.
Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.
Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age- related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
If a child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

Progress in the subject is tracked and monitored by the subject leader and fed back to staff during staff meeting time.

Parent Consultation

At St. Leonard's, we recognise the important role that parents and carers play in developing their children's personal development. It is therefore vital that we consult and communication our PSHE and RHSE curriculum, in particular, with parents prior to teaching.

Parents and carers will be:

- Consulted on the development and review of the curriculum and policy
- Provided with clear information on curriculum content, how each class' lessons are delivered and the right to request withdrawal from sex education
- Shown resources used in lessons, with opportunities to discuss how to continue conversations at home.
- Have access to our PSHE/RSHE webpage, where detailed information on the curriculum is provided.

Parents do have the right to excuse their children from some aspects of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any

enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

We will document this process to ensure a record is kept.

Further information on this can be found in our Relationships, Sex and Health Education Policy, which can be found on our school website.

How do we support teachers in delivering PSHE effectively?

High-quality CPD is particularly important in RSE & PSHE, where teacher confidence, shared language and awareness of sensitive issues directly affect the implementation of the planned curriculum. The scheme we have adopted, Kapow, supports our teachers in delivering RSE and PSHE through clear CPD that builds confidence and subject understanding.

At the start of every lesson, there are videos available, designed to support teachers to feel prepared and informed when delivering sensitive or complex content, while still using their professional judgement to adapt lessons to their class and context.

We also provide CPD through our monitoring and feedback cycle and training during staff meeting time.

Role of the Coordinator

The PSHE subject leader is responsible for:

- producing long term plans across all key stages, including EYFS, in school
- supporting colleagues in the planning and delivery of PSHE provision
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff
- monitoring PSHE provision, practice and outcomes in the form of lesson observations, pupil voice, book trawls