PSHE Policy

Together, we learn, love and grow with Jesus

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Next review (date): Autumn 2027

(To be ratified by Governors on 11.11.26)

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Last updated: 23rd September 2026

Statement of intent

St Jude's Catholic 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 supports pupils' personal development, including statutory relationships and health education, and works alongside our separate RSHE programme, pastoral care and safeguarding arrangements. Statutory relationships and health content is taught in accordance with the current DfE guidance.

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, will be available to read and download.

1. 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 (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (statutory guidance in force from 1 September 2026)
- DfE (2026) 'Keeping children safe in education 2026' (KCSIE)

This policy operates in conjunction with the following school policies:

- RSHE Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. 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.

3. Aims and structure of the PSHE curriculum

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.

- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

School will use direct teaching via timetabled lessons to teach PSHE. PSHE lessons will be taught exclusively by the pupils' class teacher, ensuring that learning is delivered by a familiar adult who knows the pupils, their individual needs and the context of the class. This also supports continuity, appropriate differentiation and the sensitive handling of topics that may arise within PSHE.

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 teachers 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.

School will deliver statutory relationships and health education within its planned provision, alongside the separate Journey in Love RSE programme. The school's RSE Policy sets out that programme's content, parent engagement, resources and applicable withdrawal arrangements. The PSHE curriculum and RSHE programme are mapped together to secure coverage without unnecessary repetition.

Lessons begin with agreed ground rules. Pupils use examples or fictional scenarios rather than naming people when discussing personal situations. Staff explain that we

respect one another's privacy but cannot keep a concern secret if someone may be unsafe. Teachers use age-appropriate language, allow pupils to ask questions, and identify trusted adults and routes to support at the end of sensitive lessons.

Teaching follows the whole-school progression map and knowledge organisers. Teachers establish prior knowledge through a short discussion or book-based task, teach and revisit key vocabulary, use varied activities recorded in books where appropriate, and return to the initial task so pupils can show what they have learned. Pre-School and Reception may share an introduction before completing developmentally appropriate activities.

4. 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 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

A member of staff who receives a disclosure will listen, respond calmly, record and report the concern promptly in line with the Child Protection and Safeguarding Policy. Staff will not promise confidentiality. (Visitors are briefed on the school's safeguarding and reporting procedures before teaching.)

5. Programme of study

Our PSHE planning is informed by the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, the PSHE Association's 2026 Programme of Study, local PHIT data and the needs of our pupils. We use these alongside our whole-school progression map, knowledge organisers and long-term plan to sequence learning from Pre-School to Year 6. Planning responds to local health and safety priorities and reflects St Jude's Catholic ethos. Statutory relationships and health content is mapped across PSHE, our separate Journey in Love RSHE programme and relevant science teaching. Wider PSHE learning, including citizenship, economic wellbeing and aspirations, is planned

progressively through the six strands. The PSHE and RSE leads review this mapping to identify gaps and avoid unnecessary repetition.

Online safety is taught progressively across the curriculum, including through PSHE and Computing. The PSHE lead works collaboratively with the Computing lead to ensure that the personal, social and emotional aspects of online safety are fully represented within the curriculum. This includes age-appropriate teaching about online relationships and behaviour, privacy and personal information, recognising and responding to online risks, digital wellbeing, harmful or misleading content and knowing how and where to seek help. This collaborative approach ensures that pupils develop both the technical knowledge and the personal skills needed to navigate the online world safely and responsibly.

The whole-school PSHE curriculum follows six progressive strands, taught through age-appropriate enquiry questions from Pre-School to Year 6. Each strand is planned as six lessons per year group, with adaptations for Early Years. The 2026–27 long-term plan and progression map specify knowledge, skills, vocabulary and local priorities:

Autumn 1: Mental Health and Emotional Wellbeing – recognising feelings, managing worries, resilience and seeking support.

Autumn 2: Relationships, Respect and Anti-Bullying – friendship, inclusion, respectful communication, boundaries and responding to bullying.

Spring 1: Health and Wellbeing – physical health, oral hygiene, food, activity, sleep and healthy routines.

Spring 2: Living in the Wider World – communities, responsibilities, citizenship, diversity and evaluating information.

Summer 1: Keeping Safe and Managing Risk – safety in everyday life and online, road safety, first aid and identifying trusted help.

Summer 2: Money, Aspirations and Preparing for the Future – needs and wants, saving, responsible choices, work and aspirations.

The school's long-term plan identifies additional opportunities, including All Are Welcome teaching, themed events and carefully chosen links with science. These complement the planned PSHE lessons. British Values and Gospel Values are identified where they genuinely connect with the learning.

6. Assessment

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.

Teachers assess pupils' developing knowledge through discussion, responses in books, reflection on the opening task, appropriate quizzes and observation. They use the knowledge organiser to record when key learning has been demonstrated and identify misconceptions or pupils who may need further support. Assessment does not require pupils to disclose personal experiences.

7. Monitoring and review

This policy will be reviewed annually by the headteacher and PSHE coordinator, with governing board oversight. The subject leader monitors implementation through planning, knowledge organisers, pupils' work and pupil voice. Changes will be communicated to staff and published for parents and carers. The separate RSHE Policy is reviewed with parent consultation in line with statutory guidance.

The next scheduled review date for this policy is Autumn 2027.