

PSHE Policy



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What is PSHE?

Personal, Social, Health and Economic Education (PSHE) gives pupils the knowledge, skills and understanding they need to lead confident, healthy, and independent lives, and to become informed, active, and responsible citizens.

At St Philip's School, PSHE encompasses the statutory subjects of Relationships Education and Health Education, as required by the Department for Education (DfE), alongside non-statutory aspects of Citizenship and personal development. Together, these help pupils flourish as individuals within the context of our Christian values and our vision that every child is loved, valued, and inspired to achieve their full potential.

Development of the Policy

This policy was developed through consultation with staff and governors and reflects our commitment to a whole-school approach to PSHE and in accordance with the latest statutory guidance issued by the Department for Education.

The PSHE scheme of work supports the two broad aims of the National Curriculum:

- To provide opportunities for all children to learn and achieve.
- To promote pupils' spiritual, moral, social, and cultural development and prepare them for the opportunities, responsibilities, and experiences of life.

Our PSHE policy reflects the spirit of the school's vision statement:

- Happiness, love and security abound
 - Everyone is special
 - Every achievement is celebrated
 - Relationships and teamwork matter
 - A beacon of light in the community
 - Christ is in everything we do
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Links with Christian Values, Worship and SEAL

At St Philip's, PSHE is underpinned by our shared Christian Values and our worship programme. These help children explore moral and spiritual themes and provide real-life contexts for learning about respect, compassion, forgiveness, and community.

PSHE also links closely with the Social and Emotional Aspects of Learning (SEAL) framework, which supports emotional literacy, resilience, and empathy. Together, these programmes help deliver key aspects of statutory Relationships Education, especially understanding friendship, family, and positive relationships.

Statutory Context and Compliance

PSHE at St Philip's incorporates all elements of the statutory Relationships Education and Health Education curriculum for primary schools in England.

- **Relationships Education** covers: families and people who care for us, caring friendships, respectful relationships, online relationships, and being safe.
- **Health Education** covers: physical health and fitness, healthy eating, mental wellbeing, internet safety, drugs and alcohol awareness, health and prevention, basic first aid, and puberty.

Our PSHE curriculum ensures that pupils receive this statutory content in an age-appropriate and sensitive manner that reflects our Christian ethos.

Rationale

We believe that PSHE is a lifelong and continuous process concerned with personal growth, relationships, health, and participation in society. It supports the development of the whole child—spiritually, morally, socially, culturally, and emotionally—preparing pupils to live out our school values in their communities and the wider world.

PSHE also contributes to our statutory duties under Keeping Children Safe in Education (DfE 2025) and to the *personal development* judgement within the Ofsted Education Inspection Framework.

Objectives

Key Stage 1

Pupils will:

- Learn about themselves as developing individuals and members of their communities.
- Understand basic rules for keeping healthy and safe.
- Develop awareness of their own and others' feelings and learn how to express and manage them.
- Learn social skills such as sharing, taking turns, helping others, and resolving disagreements.
- Learn about families, friendships, and respectful relationships.
- Begin to take responsibility for their environment and community.
- Learn how to ask for help when they feel unsafe or worried.

Key Stage 2

Pupils will:

- Develop confidence, independence, and self-esteem as growing individuals.
- Understand the interdependence of communities locally and globally.
- Learn about respect, equality, and justice, developing a sense of Christian and moral responsibility.
- Take part in school and community activities to support those in need.

- Learn about physical and emotional changes during puberty and the transition to secondary school.
- Learn to make informed choices about health, lifestyle, and safety, including online safety.
- Develop financial awareness and an understanding of economic wellbeing.

These objectives are interrelated and taught through a spiral curriculum, revisited and deepened as children progress through the school.

Entitlement and Inclusion

All pupils will participate fully in PSHE, adapted to meet individual needs in line with the school's SEND Policy. The curriculum is inclusive, accessible, and relevant to all pupils regardless of age, gender, faith, background, or ability.

Parental Engagement and Right of Withdrawal

St Philip's values strong partnerships with parents and carers in supporting pupils' personal development. Parents will be informed about the content of the Relationships and Sex Education (RSE) elements of PSHE and consulted on any significant changes.

In accordance with DfE guidance:

- Parents cannot withdraw their child from Relationships Education or Health Education.
- Parents may request withdrawal from non-statutory sex education content that goes beyond the National Curriculum science programme.

Any such requests will be discussed with the Headteacher to ensure that parents' wishes are respected and that appropriate alternative provision is made.

Teaching and Learning

PSHE is delivered through dedicated lessons (using the One decision on-line resource, SEAL, Picture News, Arian trust or No outsiders resources), cross-curricular links, collective worship and wider school activities. Active learning strategies such as discussion, role play, circle time, and reflection are used to encourage participation.

Oracy is central to effective PSHE teaching and learning. Through talk, pupils explore their thoughts, feelings, and values, and learn to listen respectfully to others. Discussion, circle time, role play, and debate provide opportunities for pupils to develop confidence in expressing themselves and in understanding different perspectives. Teachers explicitly teach and model the language of emotional literacy, empathy, and respectful disagreement, helping pupils to build positive relationships and make thoughtful, informed contributions to discussions about personal and social issues. Strong oracy skills in PSHE support pupils' personal development, wellbeing, and active participation in the school and wider community.

Resources are reviewed to ensure they are age-appropriate, inclusive, and consistent with our Christian ethos and statutory RSHE guidance.

Confidentiality and Safeguarding

Staff aim to create a safe and supportive environment in which pupils feel able to ask questions and discuss sensitive issues. Ground rules are established to promote respectful discussion and protect the privacy of others.

Staff cannot offer absolute confidentiality. If information is disclosed that raises concerns about a child's safety or wellbeing, staff will follow the school's safeguarding procedures and may need to share information with the Designated Safeguarding Lead or other appropriate professionals in order to protect the child. Pupils will be made aware of these limits to confidentiality in an age-appropriate way.

All staff will act in accordance with the school's Safeguarding and Child Protection Policy and the statutory guidance *Keeping Children Safe in Education* (KCSIE).

Staff Development

The PSHE subject leader supports staff by identifying appropriate materials, delivering training, and promoting effective practice. Staff are encouraged to attend courses and share learning through staff meetings. External agencies (e.g. local Police schools teams, Bullybusters, Sefton Primary Care Trust, local health professionals, or charities) may contribute specialist input.

Assessment, Monitoring and Evaluation

Teachers assess progress through observation, discussion, and work recorded in Reflection books. Assessment outcomes are recorded termly using the school's tracking system, Insight. The PSHE coordinator analyses data and shares findings with the Headteacher and link governor.

The coordinator monitors teaching and learning through lesson observations, pupil voice, and questionnaires to staff, parents, and pupils. Findings inform future planning and staff development.

Role Responsibility

Governors -Policy approval and monitoring

Headteacher -Overall implementation

PSHE -Lead Curriculum oversight

Teachers -Delivery and assessment

Emerging and Topical Issues

The PSHE curriculum responds to new challenges and local priorities, including online safety, digital wellbeing, mental health, peer influence, bullying and cyber-bullying, body image, vaping, and substance misuse. Learning is adapted to ensure pupils are informed, resilient, and supported.

Citizenship and Economic Wellbeing

Pupils learn about rights and responsibilities, democracy, and how to make a positive contribution to their community. They explore British values—democracy, the rule of law, individual liberty, mutual respect, and tolerance—and link these to our Christian values and the teachings of Jesus about service, compassion, and justice.

They also begin to learn about money, enterprise, and the world of work, developing confidence for the future.

Links to Other Policies

This policy should be read in conjunction with the following:

- Relationships and Sex Education (RSE) Policy
 - Safeguarding and Child Protection Policy
 - SEND Policy
 - Anti-Bullying and Cyber-Bullying Policies
 - Behaviour and Discipline Policy
 - Science and R.E. Policies
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Review

This policy will be reviewed **every three years**, or earlier if new statutory guidance or local priorities emerge.
