



St Francis
CofE Primary School



Personal, Social & Health Education (PSHE) Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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Introduction

At St Francis Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community which is led by our school ethos of everyone person matters, every person helps and every person succeeds.

Teaching and Learning of PSHE

On a 2-week rolling programme PSHE is, delivered both discreetly and also interwoven and delivered through the arts, working on all aspects of SMSC.

Spiritually – using their imagination and creativity, enjoying learning about oneself and others, exploring feelings and values as well as reflecting on their own experiences, building confidence and self-esteem. (CREATE)

Morally and culturally - participating in cultural opportunities: understanding, accepting, respecting and celebrating diversity (through learning about and appreciating cultural influences). (INSPIRE)

Socially - Using a wide range of social skills, mixing and co-operating with each other to share ideas and appreciate others viewpoints, being able to resolve conflict and develop their tolerance of one another and learn to work alongside each other to achieve a joint goal. (BE ACTIVE AND NURTURE)

Lessons are developed from the P.S.H.E Association's 'Primary programme builder' which sets out learning opportunities in 3 core themes: Health and wellbeing; Relationships; And Living in the wider world, also building in opportunities to link British Values and SMSC. Plans utilise components of the published PSHE association materials and accredited resources as well as story, drama and film and the curriculum is reviewed and updated in accordance to the Governments statutory and non-statutory guidance.

Focused PSHE lessons are taught once a fortnight for all children in years 1-6 for half a day and once a week for foundation stage, through EX day provision. It is taught using a range of teaching and learning styles, including activities such as discussion, drama, games, group work, problem-solving activities, creative opportunities, film, story and music.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community through opportunities such as becoming well-being champions and mentors, worship ambassadors, sports ambassadors, eco-ambassadors and digital leaders, we run a buddy system where children in Upper Key Stage 2 act as mentors to our children in Reception and Year 1.

The children are able to express their opinions and views through a variety of mediums including: questionnaires, discussions, elections, 'I wish my teacher knew' boxes and worry monsters, as well as comments on various correspondence throughout the year e.g. reports, SEND one page profiles, learning challenges and home learning. Across the wider curriculum, children have the opportunities to meet with various members of the community, both in and out of school such as health workers, firefighters, police, and representatives from the local church and community.

We also develop PSHE and SMSC through activities and whole-school events and representatives from classes leading pupil voice and running their own groups to benefit their peers. We offer residential trips to various year groups, where there is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building.

As a Church of England School, we have at our heart a belief that all children are loved by God, are individually unique and that our school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish; every person matters, every person helps and every person succeeds so that each of us can *live life in all its fullness*" (John 10:10).



PSHE CURRICULUM INTENT, IMPLEMENTATION AND IMPACT OVERVIEW BASED ON THE PSHE PROGRAMME OF STUDY		
<p>INTENT</p> <p>To contribute to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. To enable children to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. To develop an understanding of themselves, empathy and the ability to work with others to help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives</p>	<p>IMPLEMENTATION</p> <p>To follow the PSHE Association Programme of Study which is based on three core themes:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Relationships • Living in the Wider World <p>We create a safe and supportive learning environment by establishing ground rules and with our knowledge from our whole school T.I.S approach of our most vulnerable pupils</p>	<p>IMPACT</p> <p>Children are resilient learners and excellent communicators and are able to discuss personal matters with appropriate adults, as well as sharing in emotional literacy and discussion. Children demonstrate and apply the British Values of Democracy, Tolerance, and Mutual respect, Rule of law and Liberty. All of our children demonstrate a healthy outlook towards themselves and school and all behaviour are good enabling children to achieve their age-related expectations across the wider curriculum.</p> <p>They will have:</p> <p>An increase in knowledge (Before I only knew ..., now I also know ...)</p> <p>An increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)</p> <p>A change or reconfirmation of a belief (I used to feel ... but I now feel ...)</p> <p>A richer vocabulary (Before I would have said ... but now I can say ...)</p> <p>An increased competence in skills (Before I didn't how to ... but now I know how to ...)</p> <p>New strategies acquired (Before I wouldn't have known how to ... but now I know new/more effective ways to ...)</p> <p>An increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)</p> <p>Changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype).</p>
<p>Essential Skills and Attributes</p> <p>Personal effectiveness</p> <ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 	<p>OVERARCHING CONCEPTS DEVELOPED THROUGH THE CURRICULUM</p> <ol style="list-style-type: none"> 1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining 	<p>MANAGING RISK AND DECISION MAKING</p> <ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)



<ol style="list-style-type: none"> 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Boundaries around their personal privacy, including online 2. Relationships (including different types and in different settings, including online) 3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) 4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world) 5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) 6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) 7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) 8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through 	<ol style="list-style-type: none"> 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions
<p><u>Interpersonal and social effectiveness</u></p> <ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including Active listening and communication (including assertiveness skills) Team working Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) Leadership skills Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 		



<p>7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds</p>	<p>negotiation and ‘win-win’ outcomes) 9. Career (including enterprise, employability and economic understanding)</p>	
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<p>Legislation (statutory regulations and guidance)</p>	<p>Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships and health education in primary schools</p>	<p>YOUR RIGHTS AS A PARENT The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Right to withdraw your child You cannot withdraw your child from Relationships Education because it is important that all children receive this content. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request</p>
<p>Roles and responsibilities As St Francis is a Church school, we encourage pupils to learn good moral values. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • informing all parties about the policy and making sure the policy is implemented effectively • providing training opportunities for staff, to enable them to teach effectively and sensitively; • Monitoring this policy on a regular basis. <p>The PSHE Co-ordinator is responsible for:</p> <ul style="list-style-type: none"> • Delivering and monitoring the teaching and learning of PSHE and to ensure that children know more, remember more and understand more about PSHE related issues. • Overseeing and implementing the policy. • Writing an action plan for The School Improvement Plan and evaluating progress throughout the year. 	<p>Much of the general work in school is based on good relationships and in this regard RSE is supported by the school’s behaviour management policy. St Francis also has a wider responsibility under the Equalities Act 2010 and ensures that we strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children as these are protected characteristics. The School’s Safeguarding Policy fully support these principles. The school will always respect how pupils choose to identify themselves, understanding that</p>



	<ul style="list-style-type: none"> • Attending INSET and providing staff with appropriate feedback. • Attending regular courses to keep knowledge up to date and feedback to staff upon return. <p>Teachers are responsible for teaching about and modelling good relationships within school.</p> <p>Teachers need to be sure that they are aware of dealing with sensitive issues that may arise out of teaching and learning about RSE.</p> <p>The following are protocols for discussion-based lessons with pupils:</p> <ul style="list-style-type: none"> • no one (teacher or pupil) will have to answer a personal question; • Everyone will be encouraged to take part in a discussion in line with current oracy priorities • meanings of words will be explained in a sensible and factual way; • teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent. 	<p>depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.</p> <p>This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.</p> <p>It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.</p> <p>The Schools Bullying and Behaviour Policies fully support this.</p>
<p>Policies and Cross curriculum coverage</p>	<p>In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Then we refer to the school's safeguarding/ child protection policy to ensure clarity about what is required in such circumstances.</p> <p>RSE Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the D.F.E requirements for teaching RSE (2021) in order to address the future needs of our children. (Please see the schools RSE Policy 2021)</p> <p>As a Church of England school equality, diversity and inclusion run through the life of the school</p>	<p>The Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</p> <p>The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. Academies are required to do the same through their funding agreements. New government guidelines will require all LA-funded schools to teach relationships education at primary school</p>



	<p>therefore will not just be taught as a standalone topic in PSHE. These policies also enable all pupils to access the learning as they consider pupils' ability, age, readiness and cultural backgrounds. Other related policies to the teaching of PSHE include: bullying and behaviour, safeguarding and online safety. Cross curriculum subjects will also touch on elements of PSHE, for example: in science, religious education and in literacy through story and character.</p>	
<p>Safe and effective practice and safeguarding</p>	<p>REFER TO THE R.S.E POLICY</p>	