

## The Saints' Academies Policy for PSHE



### Introduction

At The Saint's Academies, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It provides a context for school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils;
- Provides sex and relationships education;
- Promote community cohesion;
- Achieve the aims of the whole curriculum.

See the RSE policy for further details of how we meet this responsibility.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning.

Throughout PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our Christian values of:

- Love
- Friendship
- Respect
- Kindness
- Hope
- Creativity
- Curiosity

PSHE is an integral part of the school's curriculum, as relationships are built when individuals feel valued and respected. Every child should have the opportunity, whilst in our care, to develop to their full potential as individuals, as class members and later as citizens within the community. We need to prepare children to cope with the physical and emotional challenges of growing up and encourage them to develop a considerate and caring attitude to each other and to society

This policy links closely with other school policies on:

Drugs Education

Sex and Relationships Education

Science

Collective Worship

Behaviour

## 1) Vision

We aim to be outstanding inclusive church academies embodying the love and care of God the Father for everyone, striving to help all in our school prosper and fulfil their unique potential in the fullness of Christ, and co-operating with the Holy Spirit for the flourishing of every person through the principles of love, friendship, hope, respect and kindness.

*'Start by doing what's necessary, then do what's possible; and suddenly you are doing the impossible.'*

***St Francis of Assisi***

As a caring Christian community built on Compassion, Trust, Friendship and Hope our work and vision is based on the core values stated above alongside the additional values of Courage, Perseverance, Humility, Forgiveness, Wisdom and Thankfulness. These values clearly state our firm belief in God overarched by the values of Respect and Responsibility and our school ethos, all of which is encapsulated in the school's Mission Statement.

## 2) Aims

Personal, Social, Health and Economic (PSHE) education is one of the whole school approaches we use that gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. At The Saints Academies, we believe that PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE at The Saints Academies 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.
- 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.

### **3) Statutory Requirements**

This PSHE Policy has been written to ensure The Saints Academies meet the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)', 'Teaching Online Safety in School (Updated January 2023)' and 'Parental Engagement on Relationships Education Parental Engagement on Relationships Education (October 2019)'.

From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education, this guidance was updated in 2025 for implementation in September 2026. At our schools, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula.

### **4) PSHE Curriculum**

#### **Intent**

To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this children will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle 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.

#### **Implementation**

At the Saints Academies we follow the PSHE Association thematic approach.

#### **Early Years Foundation Stage:**

In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand of the framework.

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Our children are provided with strong, warm and supportive attachments with adults to enable them to learn how to understand their own feeling and those of others. The children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have

confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, our children will learn how to look after their bodies, including healthy eating, and managing their personal needs independently. Through supported interaction with other children they will learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will then provide a secure platform from which our children can achieve at school and in later life.

PSHE is taught through PSED activities that are part of topics, as well as on an individual basis. Positive experiences are built through daily opportunities to share and enjoy a range of different activities as well as a weekly circle time. The children are given the opportunity to engage in social activities, as members of a small group or during whole school activities.

Within the EYFS, PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Children from EYFS to Year four study units based on:

- Feelings and managing own feelings
- Relationships and safe relationships
- Connecting with others
- Staying safe online
- Citizenship
- Health

( For more detail on what we teach please visit our website)

During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.

The PSHE curriculum will include:

- A safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently;
- External visitors who contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly.

- We offer children the opportunity to hear visiting speakers, such as health workers, police, representatives from the local church and other faiths, whom we invite into the school to talk about their role in creating a positive, supportive and diverse local community.
- Opportunities are given for consolidation of learning from previous years and differentiation is used as appropriate to meet the needs of all children.
- Pre and post learning assessments are used, alongside reflections on learning where the children record their thoughts on the unit work they have been studying using their Reflective Journal.
- Pupil interviews are conducted across school in order to further assess knowledge and understanding.
- Each class keeps a scrap book of examples of work and activities.

### **Impact**

As a result of high quality teaching and engaging experiences, children are well prepared for the next stage in their education.

Children demonstrate:

- the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- a healthy outlook towards school – attendance will be in-line with national and behaviour will be good
- good physical and mental health
- resilience to ‘bounce back’ when faced with adverse childhood experiences
- a growth mindset
- positive and healthy relationship with their peers both now and in the future
- an understanding of the physical aspects involved in RSE at an age appropriate level
- respect for themselves and others

### **5) Confidentiality, Safeguarding and Child Protection**

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2025.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective PSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

## **6) Monitoring and Review**

The Executive Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Local Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Local Academy Council to ensure that the school policy is administered fairly and consistently.

The Local Academy Council reviews this policy annually.

Last reviewed June 2025