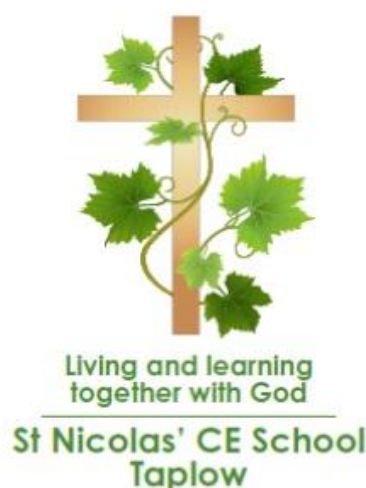


Personal, social, health and economic (PSHE) education policy



Jesus said 'I am the vine and you are the branches'.

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

Our Christian Values:

Love/Friendship

Respect

Honesty

Courage

Thankfulness

Peace

Date of policy : Autumn 2026

Review: Autumn 2028

Purpose of PSHE

All schools are expected to provide PSHE education in their curriculum. At St Nicolas' we cover the full breadth of PSHE education subjects that are outside the scope of the DfE's statutory RSHE requirements so that wider life issues can be explored; these include economic education, environmental and community issues, rights and responsibilities.

Statutory and legal requirements

It is a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. At St Nicolas' Sex Education is delivered in year 6 in the second half of the summer term.

Health Education is also statutory in all schools.

We at St Nicolas' school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Content and delivery

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and understanding to negotiate and assert themselves now and in the future.

School Aims:

St Nicolas' PSHE provision supports our aims of developing confident people and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of children is embedded throughout the school's, vision, curriculum and culture. St Nicolas' has a combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;

4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We recognise the link between children's health and wellbeing, and their academic progress. Essential skills, positive attitudes as well as resilience are developed through Personal, Social, Health and Economic education and are the foundation of children being effective learners.

Organisation and provision of PSHE

PSHE is delivered within a whole school approach with all mixed ability classes following the same themes throughout the year, appropriate to their year groups. The SCARF scheme is used as the basis of our program.

Autumn Term	Me and My Relationships includes content on feelings, emotions, conflict resolution and friendships	Valuing Difference a focus on respectful relationships and British values
Spring Term	Keeping Myself Safe looking at keeping ourselves healthy and safe	Rights and Responsibilities learning about money, living the wider world and the environment
Summer Term	Being My Best developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement	Growing and Changing finding out about the human body, the changes that take place from birth to old age and being safe

This approach includes:

- Dedicated weekly curriculum time, where themes are built on year on year, giving children the opportunity to express ideas and feelings, to reflect, to listen to others and resolve concerns,
- Teaching PSHE through and in other subjects/curriculum areas e.g. RE, Science,
- Growth Mind-set sessions – children are able to develop positive attitudes and strategies e.g. resilience, teamwork,
- Zones of regulation – children understand their emotions and how to control them,
- School Council class representatives – Our class representatives meet the PSHE Lead to discuss and make decisions relating to the children and the running of the school, such as keeping safe and the Anti-bullying charter.
- Assemblies – a variety of themes are delivered and supported through assemblies.
- PSHE activities and school events e.g. Anti-bullying week/Children in Need/ Mental health weeks,

- Pastoral care and guidance- The school rules are used along with positive rewards as an opportunity to model and encourage acceptable behaviour
- Visiting speakers within government guidance, e.g. PCSO, School nurse, fire service, Healthy Minds program, Equaliteach workshops reject racism,
- Resources - A wide range of resources provide structure and support for the planning of PSHE. These include advice from the LEA, charities, advisory bodies, Coram SCARF and the PSHE Association. The curriculum is delivered using a cross curricular approach with a variety of teaching and learning styles
- Parental sign-posting and workshops - Parents are informed about PSHE issues and children's learning.

How the delivery of PSHE content will be made accessible to all children

As well as the variety of approaches, including the spiral curriculum, lesson plan content will be adapted and support provided where necessary, to ensure children can develop and extend key skills, understanding and knowledge developed through PSHE.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage children to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others

Roles and responsibilities

The governors and the headteacher will approve the PSHE policy, with the PSHE lead ensuring that PSHE is taught consistently across the school

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Children are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others in line with St Nicolas' school Christian values of love/friendship, respect, honesty, courage, thankfulness and peace.

Assessment and Recording

Children are assessed by staff throughout their learning. Recording of work will be in a form appropriate to the planned focus. A class book will show the evidence of PSHE in a variety of forms e.g. photographs as well as children's comments, illustrations and written work. The very nature of PSHE means that careful consideration is given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Monitoring

- PSHE Lead monitors PSHE planning/teaching
- Formative class assessment of learning through PSHE activities recorded on live feedback grids and the Class PSHE Book.
- Subject Leader feedback and ownership of leading developments in the subject
- Pupil voice feedback

Links with other policies

Child protection policy

RSE policy

Confidentiality

Anti-bullying policy

Equality and Cohesion

Behaviour Policy

Appendices

Appendix 1 - St Nicolas' PSHE and RSE curriculum overview

Appendix 2 - Statutory requirements and terminology

Appendix 3 - Curriculum content summary

Appendix 4 – Statutory DfE content covered by the end of primary

Resources

Coram Scarf - SCARF (Safety, Caring, Achievement, Resilience and Friendship)

PSHE Association

DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)

DfE 'Keeping children safe in education' (2025)