



Trinity St. Peter's

Church of England Primary School

where children shine

PSHE Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine. We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

PSHE Vision Statement:

In PSHE, we inspire children to understand themselves, build positive relationships and develop the knowledge, skills and attitudes needed to thrive in modern Britain.

Being emotionally literate, socially responsible and health-aware enables pupils to flourish both within and beyond the classroom. Our PSHE curriculum recognises the importance of explicit teaching alongside lived experience, ensuring that children are prepared for the opportunities and challenges they will encounter.

Through disciplinary literacy, children learn to *talk, reflect and think like responsible citizens*, using precise language to describe emotions, relationships, risk and wellbeing.

Intent:

The purpose of our PSHE curriculum is to equip every child with the knowledge, skills and attitudes they need to live safe, healthy and fulfilling lives.

We implement a high-quality, carefully sequenced PSHE curriculum that prepares pupils to:

- manage their emotions and mental wellbeing
- establish and maintain respectful relationships
- understand how to keep themselves safe
- develop empathy, tolerance and moral responsibility
- engage positively with society and the wider world

The curriculum is designed progressively so that knowledge and skills are revisited, developed and deepened over time. PSHE contributes explicitly to pupils' Spiritual, Moral, Social and Cultural development and supports the promotion of British Values.

Relationships Education and Health Education are delivered within PSHE. Sex education is delivered in accordance with the school's separate Relationships and Sex Education (RSE) Policy.

Our PSHE curriculum is informed by current statutory guidance and best practice, including:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)

- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Implementation:

All of our children will have consistent access to a broad, balanced and high-quality PSHE curriculum which will:

- develop emotional literacy, resilience and self-awareness
- teach pupils how to form healthy, respectful relationships
- support physical and mental health and wellbeing
- enable pupils to recognise and manage risk
- prepare pupils to be respectful, active citizens

PSHE is delivered using the **Jigsaw PSHE Programme**, which provides a spiral curriculum from EYFS to Year 6, ensuring clear progression and coherence. Safeguarding is embedded throughout the PSHE curriculum. Children learn about personal safety, online safety, healthy relationships, bullying, discrimination and abuse. Pupils are taught who trusted adults are within school and how to access support if they have concerns. This learning is reinforced through assemblies, collective worship, awareness events, external visitors and wider curriculum opportunities.

In addition to the core curriculum, we teach PSHE through the school's core values:

Service – Hope – Imagine – Nurture – Enjoy

PSHE is enhanced through a range of wider personal development opportunities including:

- Collective Worship
- Picture News discussions
- Pupil leadership opportunities
- Educational visits and residential experiences
- Charity and community projects
- National awareness events
- External visitors and workshops

Service

With Christ at the centre, PSHE supports children in understanding their role within their community and the wider world. Pupils are encouraged to act responsibly, show kindness and serve others through positive actions.

Through PSHE, children learn about fairness, social responsibility and how their choices impact others. Opportunities for pupil voice, leadership and participation help children recognise that they can make a difference.

Hope

PSHE nurtures resilience, optimism and emotional strength. Children are taught strategies for managing emotions, coping with challenges and seeking help when needed.

Through the curriculum driver of *resilience*, pupils learn that difficulties can be overcome and that wellbeing is supported by positive relationships, self-belief and perseverance.

Imagine

Our PSHE curriculum encourages children to imagine positive futures for themselves and others. Pupils explore aspirations, goals and ambitions, developing confidence and motivation.

Through learning about careers, responsibilities, finances and citizenship, children begin to see themselves as capable individuals with influence and potential.

Nurture

PSHE provides a safe, inclusive and supportive environment where children feel valued and heard. Lessons prioritise emotional safety, respectful dialogue and mutual trust.

The curriculum supports children's mental health and wellbeing by developing self-esteem, empathy and positive coping strategies. Adults model care, compassion and consistency, ensuring pupils feel nurtured and supported.

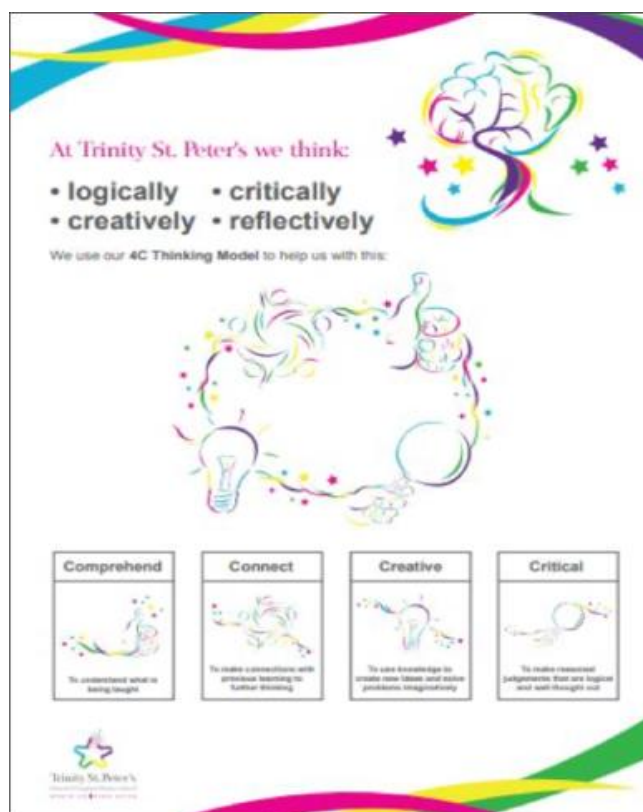
Enjoy

We want children to enjoy learning about themselves and others. PSHE lessons include discussion, reflection, stories, scenarios and activities that are engaging, relevant and meaningful.

Children experience enjoyment in belonging, positive relationships and shared understanding. Learning supports happy, healthy pupils who feel confident, safe and included.

In summary, guided by British and Christian values, pupils develop the personal qualities needed to succeed in life. Through PSHE, aspirations are raised, horizons are broadened and children are supported to become thoughtful, respectful and responsible individuals.

We also embed the school's 4C Thinking Model into all PSHE lessons.



Sequence Structure

Phase 1 – Connect and Recall	Revisit prior learning and establish safe learning spaces
Phase 2 – Learn and Explore	New knowledge, vocabulary and concepts taught
Phase 3 – Reflect and Apply	Reflection, discussion and understanding consolidated

Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Phase 1 – Recap and Connect	Prior learning, vocabulary and emotional check-in
Phase 2 – Main Teaching	New learning, discussion and exploration
Phase 3 – Reflect and Review	Reflection, consolidation and assessment

PSHE Long Term Plan

PSHE is planned across all year groups using the Jigsaw themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Progression Documents

A comprehensive set of progression documents are available from Jigsaw a sample of which has been provided.

Global Citizenship

Through PSHE, pupils develop an understanding of their responsibilities as local, national and global citizens. They learn about diversity, equality, social justice, sustainability and the impact their actions can have on others. Pupils are encouraged to become thoughtful, informed and active contributors to society.

Spiritual Development

PSHE contributes significantly to pupils' spiritual development. Through reflection, discussion and exploration of identity, relationships and values, pupils develop a sense of belonging, dignity, purpose and responsibility. Children are encouraged to appreciate diversity, value others and reflect upon their role within their community and the wider world.

Vocabulary is VITAL

Valued	We value vocabulary in PSHE because it enables pupils to communicate confidently about emotions, relationships, wellbeing, safety and citizenship.
Identified	Key vocabulary is carefully identified through the PSHE curriculum and Jigsaw units and is explicitly planned for.
Taught	Vocabulary is explicitly taught, modelled and explored through discussion, stories, scenarios, role-play and direct instruction.
Applied	Pupils apply vocabulary through discussion, reflection, collaborative activities and written responses, helping them use language accurately in meaningful contexts.
Learned	Vocabulary is revisited regularly through retrieval practice, assemblies, curriculum learning and wider school experiences to ensure it is retained in long-term memory.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

Through a carefully planned range of meaningful and developmentally appropriate experiences, our youngest learners are introduced to the foundations of their PSHE learning through the Jigsaw programme. Carefully planned PSHE knowledge, skills and experiences support children to develop a sense of self, build positive relationships and begin to understand their emotions and the world around them. High-quality books, stories and rhymes sit at the heart of PSHE in EYFS and are used purposefully to support children's emotional literacy, empathy and communication skills.

Key PSHE vocabulary linked to the Jigsaw scheme is explicitly planned for and modelled consistently by staff. Adults act as positive role models, demonstrating respectful language, emotional awareness and healthy relationships. This is further enhanced through our rich learning environment and continuous provision, where children are supported to practise and apply their PSHE learning through play and real-life experiences.

The foundations of PSHE learning in EYFS are carefully linked to Key Stage 1 and beyond, ensuring continuity and progression through the six Jigsaw puzzle pieces: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Special Educational Needs and Disabilities

All pupils are entitled to access a broad and balanced PSHE curriculum. Learning is adapted through quality first teaching, appropriate scaffolding and reasonable adjustments to ensure all pupils can access the curriculum successfully.

Where appropriate, teaching is personalised to meet individual needs and enable pupils to develop the knowledge, skills and understanding required for adulthood.

Impact:

Our well-constructed PSHE curriculum leads to confident, emotionally literate and socially responsible pupils.

Children:

- understand how to keep themselves safe
- demonstrate empathy and respect
- can articulate feelings and relationships
- show resilience and self-belief
- are prepared for the next stage of education

The impact of the PSHE curriculum is measured through:

- formative assessment
- pupil voice
- behaviour and wellbeing indicators
- engagement and participation

The impact of the PSHE curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

Pupils leave Trinity St Peter's as confident, articulate and respectful young people who understand how to keep themselves safe, maintain healthy relationships, contribute positively to society and demonstrate the school's values in their everyday lives.

Policy reviewed: 2025/26

Next review: 2027/28