



**CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY**

# PSHE Policy



**November 2025**

*Ready For The Future*

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## **‘Ready for the Future’**

*We provide a happy and safe environment where everyone is valued and cared for. Guided by the parable of the Good Samaritan, we live out our Christian values:*

- **Kindness**
- **Responsibility**
- **Forgiveness**
- **Service**
- **Respect**
- **Perseverance**

*Together, we are ready for the future.*

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### **1. Introduction**

St James CE Primary Academy is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. We aim to include, not exclude, and we approach all children and families in a supportive and positive way.

### **2. Rationale and ethos**

At St James CE Primary Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life, ensuring that they are ‘ready for the future’. We want our children to be prepared, socially, morally, spiritually and culturally for their next steps. Our PSHE curriculum is a key part of this. It teaches our children the importance of mental, social and physical development and how they can help themselves to stay fit: mentally, socially and physically.

The curriculum teaches our children how to make informed decisions about their wellbeing, health and relationships and supports them to build a positive sense of themselves.

PSHE is taught through the One Life programme, following a deliberately planned and carefully sequenced curriculum which goes above and beyond the Department for Education's statutory guidance for RSHE (Relationships, Sex and Health Education) and the DfE's non-statutory guidance for the teaching of PSHE (Personal, Social, Health and Economic Education). Through One Life, PSHE content is broken down into 3 strands:

- Mental Fitness
- Physical Fitness and
- Social Fitness.

We are passionate in our belief that, for our children to grow into happy, healthy and well-rounded young people and adults, we must teach them, explicitly, how to develop mentally, physically and socially.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our PSHE curriculum, providing clarity on how it is informed, organised and delivered.

### **3. Statutory and non-statutory requirements**

Teaching RSHE as part of the curriculum is a statutory requirement for primary schools.

The Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings, drawing on knowledge of the human life cycle set out in the National Curriculum for science. Within the Science National Curriculum in Y2, the children learn that animals, including humans, have offspring that grow into adults and are introduced to the concepts of reproduction and growth. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Health Education is also statutory in all schools.

There are 5 core areas of learning in Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education will develop children's understanding of why health matters and how to stay healthy. There are 8 core areas of learning in Health Education:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

#### **Non-statutory learning**

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE encourages primary schools to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for science, how a baby is conceived and born.

Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Our PSHE curriculum, including statutory Relationships and Health education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental fitness 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 attributes to negotiate and assert themselves now and in the future.

Statutory documents that inform the school's PSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)

- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- Safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships and sex education (RSE) and health education (2025)

#### **4. Roles and responsibilities**

##### **The governing board**

The governing board will approve the relationships education policy, and hold the head teacher to account for its implementation.

##### **The head teacher**

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

##### **PSHE lead**

The PSHE subject lead works with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver our One Life programme effectively. Teaching staff receive One Life training at regular intervals throughout the year to support them in the delivery of our One Life programme. Our One life programme goes beyond the teaching of RSHE. At Crigglestone St James CE Primary Academy it is part of our culture and daily routines.

##### **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way, taking account of pupils' family and faith backgrounds;
- Modelling positive attitudes to PSHE, as with any other subject;
- Monitoring children's learning in order to ensure they make progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

##### **Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

#### **5. Effective teaching and learning of PSHE**

PSHE lessons are taught by class teachers once a week for approximately 45 minutes. Lessons may be delivered as a whole class in mixed sex groupings, some sessions may be delivered in same sex groupings, depending upon the area to be taught and the nature and context of the class. Effective teaching and learning in this subject should be very similar to that in any other subject: it requires good teaching and a range of interactive teaching methods including ensuring children debate probing questions, have the opportunity to consider and respect the views of others and link their learning to their everyday lives. This will give children the opportunity to express their own ideas, share and learn about the views of their peers and to reflect on discussions.

Assemblies at St James, including whole school worship, will enhance this offer. PSHE is matched to the needs of our pupils as we ensure we know our school community well and therefore address the current needs of our pupils. The curriculum will be appropriate for the age and stage (including emotional maturity) of our children.

High quality resources will support our provision and will be regularly reviewed to ensure they are current and meet the needs of our school community. There will be a strong focus on the use of books and stories to enhance children's learning and understanding. Pupils will be encouraged to reflect on their own learning and progress by linking this with everyday decisions they or their peers make.

## **Communicating Values**

In order to communicate our school's values all adults should:

- Develop and foster good relationships between all members of the school;
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND;
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- Be sympathetic towards the feelings of children within the class and be aware that some issues that are taught may affect children in different ways;
- Provide opportunities for all children to share their thoughts and feelings in a safe environment;
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy;
- Ensure they do not express personal views or beliefs when delivering the programme.

## **Addressing sensitive issues**

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

## **Accessibility to all children**

PSHE lessons will be inclusive for all pupils. The aspects of personal and social development are as important to all pupils as their academic achievement. Careful thought will be given to the needs of more vulnerable pupils and pupils with Special Educational Needs and Disabilities (SEND) ensuring that they can access the content in particular, with a focus on friendships and healthy relationships and how this can impact on emotional wellbeing. In addition, this focus on healthy relationships will be taught explicitly and referred to at appropriate points, as pupils with any additional needs and vulnerabilities can be more susceptible to abusive relationships. The whole school is invested in the quality of relationships, sex and health education for all pupils, including pupils with SEND, as part of pupils' personal development and preparation for independent living. Life skills covered in these lessons can be particularly useful for pupils with SEND.

To support children, lesson content may be adapted and extra support provided, where necessary, to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. For some children, one-to-one discussions may be used, small group sessions, or targeted sessions for some pupils. This can help to teach key vocabulary or concepts that pupils may not understand, consolidate learning, and ensure content has been understood. It also gives an opportunity for personalised teaching to meet specific needs.

St James is sensitive to all family and faith backgrounds and pupils' own identities. We are respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. St James also

recognises that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in PSHE.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure that any child who identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. School staff will deliver lessons, with support from other agencies where appropriate.

## **6. Safe and effective practice**

Relationships Education requires teachers to be aware of effective safeguarding practices. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment, sharing ground rules and using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Children will know that they can speak in front of their peers in a safe environment where they will be listened to and respected.

Teaching some of the topics in the curriculum can be challenging as almost any topic has the potential to be sensitive. In these instances, distancing techniques are used as they depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives. Pupils who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. Teachers will answer children's questions factually and honestly in an age appropriate way that is sensitive to children's family and faith backgrounds. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

## **7. Safeguarding**

At St James, safeguarding is of paramount importance and underpins everything we do. All 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 child protection issue. If this occurs, all staff are fully aware of safeguarding policy and procedure. In the event of an immediate safeguarding concern, teachers will consult with a member of the designated safeguarding team. St James also ensure any concerns about children are shared with key staff via CPOMS (Child Protection Online Monitoring and Safeguarding system).

As a school, we work hard to ensure all children have a trusted adult who they feel they can speak to. We also have our 'star of safety' in various locations around school which shows who the designated safeguarding team are.

## **8. Parent engagement**

As part of our whole school approach to PSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be provided online. Parents will be welcome at any time to discuss the curriculum in more detail with a member of the Senior Leadership Team as part of the school's open door policy. School will also publish FAQs on the school website.

### **Parents' right to withdraw their children from lessons**

Parents have the right to withdraw their children from RSHE content that is not statutory. However, parents cannot withdraw their child from relationships education.

Relationships and Health Education includes statutory content that covers learning about the changing adolescent body and puberty. Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

If a parent/carer requests that their child be removed from relationships and sex education, we would respect their decision and provide an alternative to the specific lesson

## **9. Policy Development/Monitoring/Review**

### **Policy Development**

This policy has been developed in consultation with staff, pupils, parents and Governors, as required by the Department of Education. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

- Parent/Carer consultation – parents/carers had the opportunity to look at the policy for PSHE, read information regarding the school's rationale to deliver Relationships and Sex Education, look at the long term plan to deliver PSHE across school, ask questions and give constructive feedback.
- Staff consultation – staff had the opportunity to look at and discuss the policy, making any recommendations.
- Pupil consultation – we spoke to pupils about the skills they would like to learn.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Policy Monitoring**

The staff will implement the school PSHE policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy.

The delivery of PSHE is monitored by the Headteacher and the PSHE leader through lesson observations, learning walks, work scrutiny and pupil interviews.



## Policy Review

Pupils will have opportunities to review and reflect on their learning of PSHE. Feedback from pupils will be used to review the PSHE curriculum, including adapting the curriculum to ensure that children are fully engaged in their learning.

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is inline with current DfE regulations and guidance.

<b>Date policy agreed:</b>	
<b>Date of next review:</b>	
<b>Head teacher signature:</b>	
<b>Chair of governors' signature</b>	

## Appendix A – Long term plan

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>YR</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
<b>Y1</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
<b>Y2</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
<b>Y3</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response- basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
<b>Y4</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
<b>Y5</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
<b>Y6</b>	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention

<b>HT1- We are Happy!</b>	<b>HT2-We are Safe!</b>	<b>HT3-We enjoy a Challenge!</b>	<b>HT4-We Celebrate Diversity!</b>	<b>HT5- We show Respect!</b>	<b>HT6-We are ready and fit for our future!</b>
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