

So, in everything, do to others what you would have them do to you. Matthew 7:12

PSHE Policy



Our School Vision

"The final forming of a person's character lies in their own hands." - **Anne Frank**

At St Marks, we encourage each child to achieve their full potential and develop a love of life and learning within a safe, happy and caring Christian community, ensuring that all individuals despite differences feel valued and special. We promote the growth of Christian values so that all pupils can learn to show tolerance, self-discipline, compassion and respect for themselves and others. We believe that it is crucially important to promote and nurture moral, social and cultural development through helping children to acquire a critical appreciation of right and wrong, justice, fairness as well as rights and obligations within society. We feel that discussing and investigating topical and local issues such as poverty, immigration as well as environmental concerns is vital in helping to educate a generation that could positively impact or influence these in the future. At St Marks, we are aware that our pupils are all individuals and can have very different emotional and psychological needs throughout their time here and we endeavour to support them in every way that we possibly can by working alongside parents and care-givers. Christianity and the values that encompass these beliefs go hand in hand with the PSHE and British Values that are taught within school and we very much believe that combining these elements truly enables pupils to flourish and succeed in becoming positive role models for the future.

Purpose of Study

A holistic and nurturing curriculum that will teach pupils how to better manage and communicate their emotions and feelings to others in order to promote greater mental wellbeing, awareness of others and self-esteem. Through creative and focused lessons, pupils will have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. We recognise that Christian and British Values especially, play a key role in such development. It is important to us that pupils are provided with essential skills for life that they will be able to utilise as they move onto further education and then adulthood.

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for St Mark's Primary School to be an ideal learning environment for nurturing and developing the whole child.

Aims

Intent

We aim to equip children with essential skills for life by focusing on developing the whole child through carefully planned and resourced lessons that develop knowledge, skills and attributes that we feel our children need to protect and enhance their present and future wellbeing. During PSHE sessions, children will learn how to stay safe and healthy both physically and mentally, build and maintain successful relationships and become active citizens, who are able to responsibly participate within their local community and wider society. We believe that successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future by helping them to appreciate and see their own self-worth as well as the value of others, which is linked very closely with our promotion of British Values. We aim for our children to grow strong and positive views of themselves through the development of their identity and self-esteem through lessons that develop resilience and cover a wide range of social and emotional aspects of learning. Our themes and topics fully support social, moral, spiritual and cultural development and aim to provide children with essential safeguarding skills and the knowledge of when and who to ask for help.

Implementation

We employ and have adapted a scheme of work called 'SCARF' which links directly to the National Curriculum standards as well as our strong Christian ethos. Lessons are delivered in creative ways that link with other areas of the National Curriculum and place the emphasis on talk and discussion as well as other creative approaches such as role play, games, digital projects or artwork. These activities are designed to build confidence and resilience for all pupils, considering their individual strengths and weaknesses and not necessarily relying on a written outcome. Pupils record work within in a variety of ways and some of this is added into their RE/ PSHE work books.

Impact

Our teaching of PSHE at St Marks School enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a safe environment of openness, trust and respect, as well as encouraging them to seek support from others if they are struggling. They will apply what is learnt about the diverse society that they live in through interactions both within school and their local communities, which will enable them to treat others with respect, understanding and equality. Teaching of PSHE at St Marks School, supports the active development of a school culture that prioritises physical and mental health and wellbeing, the practice of self-care and a family of children and adults who contribute positively to the wellbeing of those around them. This links directly with our School's Christian Vision: 'So in everything, do to others as you would have them do to you'. Additionally, we believe that the values and skills that we instil, have a positive impact on the whole child including their academic development and progress, by helping to mitigate any social and emotional barriers to learning and building confidence and self-esteem. Therefore, pupils leave our school ready and equipped with lifelong skills which will aid them in solving and overcoming challenges that they may face at secondary school and throughout their lives as adults.

Planning for the Curriculum

At St Marks, PSHE is closely linked with the teaching of Religious Education and the Christian Ethos of the school. Although it is taught discretely by staff across the school, we believe that PSHE could be touched upon at any time throughout the school day and time is set aside in order to address matters or issues that may arise. This could include, for example, issues relating to sharing or taking turns within Key Stage 1 or inappropriate use of technology or body confidence in Key Stage 2.

We have adopted a whole-school scheme of work called **SCARF** as we believe it is differentiated and organised in a way that fulfils our aims for the school. Lessons take many forms and therefore pupils are able to express themselves in ways that feel most comfortable for themselves. The areas of learning are also split into subsections which are covered by each year group across the year.

- Me and my Relationships
- Valuing Differences

- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

In order to ensure progression across the school and also help to inform planning, we have developed and produced our own '**Progression of Skills and Knowledge**' document, which has also enabled us to guarantee full coverage of the range of skills necessary for each year group.

St Mark's CE Primary School, Scarisbrick
Progression of skills and knowledge for PSHE

Levels expected at the END of EYFS

<p>Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Physical Development (Health and Self-Care) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
<p>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Understanding the World (The World) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

Mission Statement and Intent

As a Christian Faith School, we aim to provide a broad-based PSHE curriculum for all children that complements our already strongly embedded Christian Values and ethos. We aim to promote the spiritual, moral, mental and physical development of all pupils at our school and provide a curriculum that prepares them for the opportunities, responsibilities and experiences that they will have throughout their lives as well as enabling them to be confident in making safe and well-informed decisions.

Example Progression of Skills and Knowledge Document for PSHE

Opportunities for pupils

PSHE at St Marks is supported by partnership with a range of local external agencies such as the **West Lancashire Sports Partnership**, who provide sports coaching, as well as health and well-being sessions for Key Stage 2 pupils. These embed a range of skills and also provide an opportunity for pupils to engage with physical and practical activities. We have strong links with the **police and fire services**, who deliver road and fire safety session to pupils throughout the school as well as sessions on how to remain safe on the internet and report cyber bullying. Upper Key Stage 2 pupils also have the opportunity to take part in a two-day '**Bikeability Course**' that's teaches them how to ride a bike safely on the road.

This, we have found, has been particularly useful for those pupils planning on travelling by bike to high schools. Pupils across the school attend and participate in **School Council** meetings that focus on allowing them to lead the way in terms of implementing schemes, feeding back pupils' suggestions and playing a part in developing the school. This helps to encourage collaboration between pupils and develop a deeper understanding of the concepts of Democracy and Mutual Respect. We work closely with high schools and local organisations to ensure pupils transitioning to high school are provided with the necessary tools and knowledge in order to be fully prepared for the steps they are about to take.

Health, Relationships & Sex Education

Aims

The aims of relationship and sex education at St Marks Primary School are:

- To ensure Health, Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ yet challenging those behaviours and attitudes which exploit others and do not reflect Christian Values.

Statutory Requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online peer to peer, family, and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, sexual health, and conception.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol, and tobacco.

The Science curriculum covers human reproduction.

Right to be excused from Sex Education

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. Parents do not have the right to withdraw their children from any of the science curriculum.

Parents cannot withdraw their child from any part of the Relationship or Health Education or science lessons as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. As we have decided not to cover any non-statutory content relating to Sex-education, following parent consultation, all children will take part in all PSHE lessons.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by either their class teacher or a teaching assistant once a week in their timetabled PSHE lesson. They will be taught as a whole class using a range of interactive teaching methods e.g., activity sheets, films, songs, online games, and drama or role play activities.

To ensure that children feel comfortable to learning about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via class teachers.

Difficult questions & Sensitive issues in relation to Sex Education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we must respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff and parents may have reasonable concerns.

Our school has decided not to teach about or answer questions on...

Conception, HIV, rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interests.

Teaching and Learning

To consider the needs and learning styles of a diverse range of pupils at St Marks, teachers plan and deliver PSHE sessions that encompass a variety of activities such as physical sessions (yoga), creative opportunities such as art and music as well as speaking and listening response tasks. Our overall aim is to ensure subjects are delivered within an inclusive, stimulating and purposeful learning environment that encourage pupils to open up and feel safe. Pupils may take part in lessons where a written outcome is required or instead may be asked to reflect upon their experiences or learning.

Annually, a day is devoted to PSHE and is based on a particular topic that is relevant or topical to current affairs (for example climate change). This allows children to explore these issues at a deeper level and gain greater insights into the topics covered.

Assessment

Progress within PSHE sessions will be assessed based on outcomes or responses within lessons alongside the Lancashire Key Learning documents (KLIPS). A judgement will be reached at the end of the Summer Term in terms of their progress and will be based on how many objectives have been achieved across the year. To ensure coverage of topics within the planning, each half term will be devoted to one of the subsections outlined above however, it may be appropriate to repeat specific topics dependent on the needs of the cohort taught.

Monitoring and Reviewing of this Policy

This policy was written and adapted by the PSHE Subject Leader through the consensus and agreement of all teaching staff within collaborative discussion. The policy will be reviewed and updated when Government guidelines change or the teaching of PSHE is adapted or altered.

Reviewed January 2026