



# **St Stephen's Tockholes**

## **PSHE Policy**

**Date: 2025 2026**

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### School Vision

As a small yet unique part of God's big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

### Our Core Values

Hope, Forgiveness, Compassion, Friendship, Community and Humility, all underpinned by Love.

Date Written: January 2026  
Date of next Review: January 2027

### Intent:

At St Stephen's, Tockholes, the wellbeing of our pupils is paramount to everything we do. Our PSHE curriculum, including the statutory teaching of health and relationships education, underpins all aspects of school life, where our children are provided with opportunities to acquire the skills and attributes to become healthy individuals - mentally, physically and emotionally. We nurture our children's hopes and aspirations and support them to develop the knowledge needed to make informed decisions both now and in their future lives. In order to achieve this, we enhance our curriculum with opportunities that enable our pupils to choose the right path and reflect upon the decisions they make.

We recognise the role we play in shaping our children's futures and strive to ensure our children grow up to flourish in this wonderfully diverse world that we live in. This is why our curriculum is tailored to their specific needs, ensuring they are well prepared to deal with the many challenges life can bring. Our approaches are fundamentally centred around understanding, acceptance, self-awareness and self-care, ambition and our Christian values of: forgiveness, compassion, community, friendship and humility. These values along with British values are pertinent to the life and ethos of our school and have strong links to our PSHE curriculum.

### Implementation:

PSHE is an integral and fundamental part of our school curriculum and culture. The same topic is covered each term by all year groups:

Autumn 1 – Me and my Relationships

Autumn 2 – Valuing Difference

Spring 1 – Keeping Safe

Spring 2 – Rights and Respect

Summer 1 – Being my Best

Summer 2 – Growing and Changing me

### How PSHE is taught:

- In the classroom in a timetabled session each week, and as part of the broader curriculum. We use Coram Life Education resources and have a yearly visit from the Life Education Team. We follow SCARF – Safety, Caring, Achievement, Respect, Friendliness



- Through cross curricular subjects such as RE, Science, Geography, History, Computing, Maths, PE, English
- In Collective Worship and whole school assemblies – class, year group and key stage
- On school visits and residentials, and visitors to school
- Through curriculum enrichment (e.g. Stay Safe Week, Children's Mental Health Week, Sports Day, raising money for school and charities, taking part in local community ventures)
- Through the School Council
- Through PSED, Physical Development and Understanding the World within the Early Years curriculum

### How PSHE is taught across the curriculum:

PSHE is taught in all year groups through relevant topics during an allocated session each week. We make cross-curricular links to other subjects where possible:

- **Science and PE** - healthy lifestyles including eating, sleep, physical activity and hygiene, mental health and wellbeing, our bodies including naming the body parts and exploring safe touch, lifecycles and body changes
- **Geography** – caring for the locality - litter/pollution, supporting charities such as Christian Aid and

The British Heart Foundation, road safety, current issues in the news

- **Drama, English & debate club**- using stories to consider issues related to relationships, health, wellbeing and emotions, as well as discussions about topical issues
- **RE/Collective Worship**- includes many aspects related to relationships, families, diversity, self-awareness and celebrating difference
- **Computing** – staying safe online, online relationships, screen time, mental health and wellbeing
- **Art** – mindfulness, wellbeing, creativity, opportunities for children to express themselves in their own unique ways
- **School Council** – democracy, developing communication skills, cooperation, respecting the views of others, accountability and citizenship.

PSHE is embedded in all aspects of school life and is reflected in the ethos of the school, the nature of relationships with and between staff and around school.

PSHE is a progressive curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. The individual needs of our pupils are at the forefront of all we do and therefore plans are continuously adapted to ensure these are addressed and prioritised. PSHE is taught in a way that stimulates curiosity and engages pupils in a variety of activities appropriate to their age, maturity, ability and previous experience.

This curriculum enables learning to be progressively deepened where key concepts are expanded, and fundamental skills are rehearsed and developed. Whilst following this scheme of work, teachers are required to be adaptable in their approaches and must be alert and responsive to individual needs and particular issues that arise. This personalised approach is achieved through the use of additional resources (accredited by the PSHE Association), activities, lesson plans and educational visits, which supplement and enhance the scheme of work.

### **SEND, Inclusion, Equality and Diversity**

In line with the Equality Act 2010, we promote the needs and interests of all pupils, regardless of gender, sexual orientation, culture, faith, race, disability or personal circumstance by teaching our children to respect and celebrate difference and recognise the importance of equality. In order to meet the needs of all children, including those with special educational needs, adaptive teaching is used throughout school. All children will be given a voice in which to express their thoughts and feelings, share their concerns or ask questions. Teaching will always take into account ability, age, development, cultural background and those with English as an additional language to ensure that the provision is fully accessible to all of our children, providing equal opportunities. We are respectful of our pupils' unique starting points and ensure our planning and teaching reflect this in order to build on prior learning. We offer challenge to our more able pupils through questioning and expected outcomes, ensuring they are well practised in the skill of reflection. Whilst ensuring we promote and celebrate diversity through all aspects of school life, we will also use PSHE and HRE as a vehicle to address this.

### **Early Years Foundation Stage**

PSHE is placed at the heart of the Early Years curriculum. From the moment our children enter our Early Years Department, they are provided with experiences that nurture them and help them to grow into respectful, kind and thoughtful individuals. Early years is where our children form the foundations of their understanding of relationships, families, boundaries, negotiation, resilience, emotions, wellbeing, health and self-care. 'Personal, social and emotional development' is one of the prime areas of learning within the Early Years curriculum and specifically aims to teach the children about 'self-regulation, managing self and building relationships.' Physical development is another of the prime areas of the curriculum which aims to equip the children with further independence through developing their abilities to feed themselves, get dressed and undressed, communicate and manage their needs and basic hygiene, and know ways to keep themselves healthy and safe. When planning

for the specific area 'People, cultures and communities', teachers ensure that the children are taught to respect, value and celebrate differences amongst communities and traditions, and recognise that although many families are different, they are all centred around love.

In the early years, children are taught through whole class teaching, adult-led activities and most importantly through play. Within their play and exploration, children are equipped with the skills to turn take, negotiate and express themselves effectively. They are encouraged to persevere and persist when faced with challenges and develop the skills and confidence to trial new ideas until they are successful in achieving their goals. They are taught to listen to and value the views and wishes of others, whilst recognising the significance of sharing their own thoughts and ideas. Although PSHE is interweaved into all elements of the early years experiences, PSHE is also taught as a discrete subject on a weekly basis, using age-appropriate, high quality resources which address specific needs.

### **Opportunities to promote PSHE, SMSC (Spiritual, Moral, Social and Cultural) and British Values throughout the school**

In addition to the explicitly taught programme, there are a number of activities that implicitly promote PSHE and Citizenship. For example-

- Developing pupils' confidence and responsibility and making the most of their abilities e.g. positive rewards system, target setting, class responsibilities.
- Preparing to play an active role as citizens e.g. school council, community projects, developing class rules, charity work, debate team, oracy lessons, mini-police
- Developing a healthy, safer lifestyle e.g. monitoring school meals, teaching playground games, adventure trail
- Developing good relationships and respecting the differences between people e.g. celebrating different cultures, whole school celebration days, RE, collective worship

A School Council representative is elected from each class from Yr 2 – Yr 6 by their peers. They are required to attend each meeting. The School Council encourages **all** children to take an active role in the life of the school by allowing them the chance to raise their concerns and ideas for formal discussion. It also allows children to be involved in the school's decision-making process and, whenever reasonable, new ideas and initiatives should be put to the School Council for their input. Whilst providing children with a voice, the School Council also increases participation and teaches children about democracy and accountability.

To ensure that the pupils' ideas are listened to and are properly considered, a 'link member of staff' is assigned to the School Council. They ensure that the School Council is operating effectively and fairly. He/she also ensures staff are aware of the issues currently being debated by the School Council and can put forward ideas or concerns raised by staff.

To ensure the School Council runs efficiently all staff should:

- Allow class time for the class representatives to feed back to the pupils as soon after each meeting as possible.
- Allow time for all children to put forward their ideas and views
- Allow class representatives to attend all meetings.

### **Who is responsible for the teaching of PSHE?**

PSHE, including Health and Relationships Education, is taught by teachers and supported by teaching assistants and all other staff. Teachers responsible for the delivery of PSHE will receive high quality training through specific CPD (Continuing Professional Development) opportunities. Where external contributors are used to supplement and enrich pupils' learning, a member of teaching staff will always be present and will be expected to take an active role in the session.

### **Health & Relationships Education**

Health and Relationships education is embedded within the PSHE curriculum and is a statutory requirement from the Department for Education as of September 2020. Through the teaching of Health and Relationships Education, we aim for our pupils to make safe and informed decisions both

now and in their future lives. The statutory elements of Health & Relationships Education are mapped against the Science scheme of work in order to ensure adequate coverage and progression.

Subject content:

Relationships Education covered in PSHE

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

Health Education cover in Science/Computing/PSHE

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

### **Sex Education/ Right to be excused**

Sex education beyond that of which is covered within the Science curriculum is NOT taught at St Stephen's, Tockholes. At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. It also requires children to be taught about the reproduction of mammals, which we have opted only to teach within our Science curriculum, not within PSHE, as we believe this is most appropriate for our children. Current regulations and guidance from the Department for Education (DfE) state that parents do not have the right to withdraw their child from the teaching of 'Health and Relationships Education' or the Science curriculum. If you wish to discuss our curriculum content, please contact our school office regarding this.

### **Responding to Pupils' Questions**

At St Stephen's, Tockholes, we encourage our pupils to become inquisitive learners and greatly value their questions. We understand the importance of ensuring questions are addressed as soon as possible within a safe learning environment to avoid our pupils from searching for answers using unreliable sources. However, we recognise the importance of consideration towards prior learning and readiness when answering these. Where necessary, when sensitive questions are asked, pupils will be advised to write their question down and place it in an 'Ask-It-Basket'. If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible." Where necessary, pupils will be supported by an adult to write the question, with the pupil still placing it in the basket.

Where necessary, staff will consult with SLT regarding how to answer the question. The decision may be:

- There needs to be a safeguarding response.
- Contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
- If necessary, parents will be informed of the question their child has asked so that they are able to continue to support their child at home.

**Impact:**

The PSHE subject leader, in regular consultation with the senior leadership team, is responsible for the overall monitoring of PSHE. The subject leader will continuously assess and review the effectiveness of teaching and learning within PSHE through:

- lesson observations with feedback to teachers
- looking at samples of pupils' work
- looking at annotated plans
- discussions with individual children (pupil voice)
- observing children's relationships, attitudes and behaviour
- evaluating visits/ enrichment activities

**Recording**

Learning will be recorded in a variety of ways. This will include:

- PSHE exercise books KS2 /PSHE folders KS1
- floor books
- photographs
- video clips

Staff will be expected to ensure that each PSHE lesson is evidenced using one or more of the above methods.