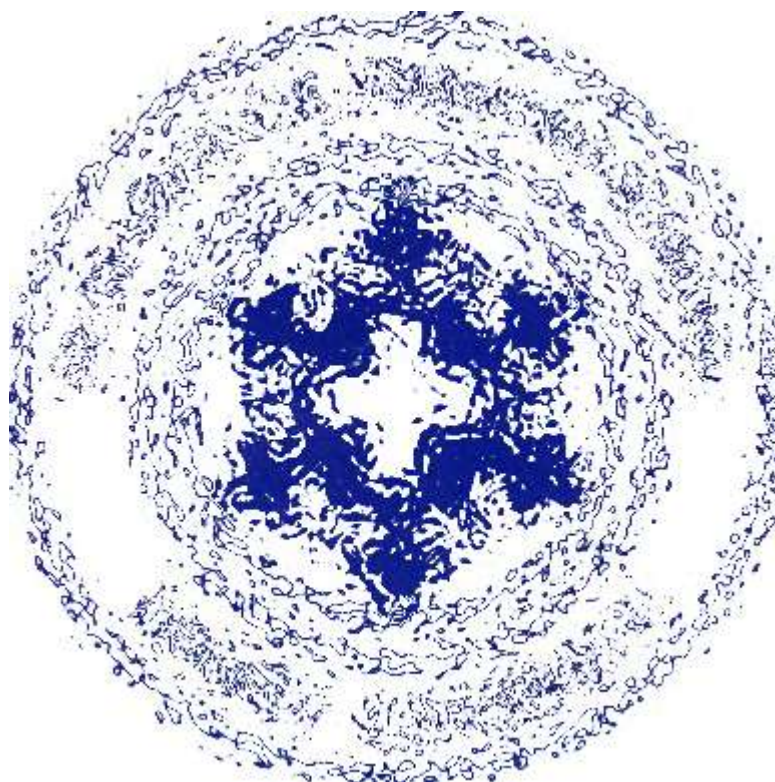


Policy for PHSE

St Mary's CE School, Kirkby Lonsdale



Introduction

This policy outlines the teaching, organisation and management of PHSE taught and learnt at St Mary's CE School, Kirkby Lonsdale.

The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. This policy aligns with *Keeping Children Safe in Education* (KCSIE), recognising that quality PSHE/RSHE acts as a vital tool for early intervention and pupil protection. The responsibility for monitoring and review rests with the PHSE subject leader **Emily Hutchinson**.

The main purposes of this policy are:

- **To establish an entitlement for all pupils.**
- **To establish expectations for teachers of this subject.**
- **To promote continuity and coherence across the school.**

Our School Values



Our PHSE lessons are designed for all our children to participate in together, whatever their ability. We will celebrate their creativity and ideas. The children will learn from each other and support each other to develop and nurture their responsibility to those around them and the wider world.

Aims and Objectives

Aims

At St. Mary's CE Primary School, Personal, Social and Health Economic (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of society. It also introduces them to some of the principles of financial planning and understanding. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our PSHE education programme promotes our school ethos and is underpinned by the school values of 'Nurturing Creative Thinkers'.

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth.

At St. Mary's Primary School we teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community.

Through Citizenship the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

We want our children to be building up resilience skills, know what a safe decision looks like and to recognise what makes respectful relationships.

Sustainability

Integrating sustainability into a PSHE (Personal, Social, Health, and Economic) policy empowers students to understand their environmental impact by thinking about; biodiversity, green careers, decarbonisation and adaptation and resilience. At St. Mary's we want to weave sustainability into the curriculum by pairing it with core PSHE themes; like citizenship and our relationship with the natural world, health and wellbeing, discussing how green spaces and sustainable travel affects physical and mental well-being and the economic aspects of later life. We want to ensure that classroom learning is combined with whole-school initiatives such as setting up and working alongside the Sustainability Squad, promoting recycling and starting to reduce food waste by composting. We believe that our children are the stewards for the world and want to give them all the tools necessary to ensure that our school, the place where we live and the world is around for future generations to enjoy. **Having "life to the full" intrinsically depends on a healthy environment. Sustainable living—such as minimizing waste, reducing carbon footprints, and conserving water—ensures that future generations can also enjoy God's creation. I have come in order that you might have life – life in all its fullness. (John 10:10)**

Objectives

The objectives of our PSHE curriculum are to enable the children to:

- Know and understand a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of a community, such as school council
- Understand what is meant by 'Democracy' and be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the community
- Actively promote British Values.

Teaching and Learning Styles

We use a variety of teaching and learning styles in PHSE, including discussions and debate, drama, social stories as a starting point. We do this through a mixture of whole class teaching and individual/group activities. All ideas will be treated with respect. They have the opportunity to use a wide range of materials and resources, including ICT. PHSE lessons allow children the opportunity to explore open ended questions, discuss a variety of opinions and sources.

Creating a safe and supportive learning environment.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them. These will need to include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- Everyone's contribution is respected.
- We listen to each other
- We have the right to pass
- We respect each other's privacy

Equal opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, regardless of their ability and any issues will be dealt with in accordance to the School Behaviour Policy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

Promoting Key Vocabulary Through PHSE

Through our teaching of PHSE, we provide opportunities for pupils to develop the key vocabulary by:

- Kinesthetically and verbally reviewing vocabulary in all lessons
- Displaying vocabulary in books and the school environment
- Encouraging a rich use of vocabulary in learning
- Promoting success of individuals both locally and worldwide

The vocabulary that we wish children to be taught for each area in our PHSE curriculum has been mapped alongside our long term planning. This is added to the end of this document.

PHSE Curriculum Planning

At St. Mary's we follow the statutory and non-statutory guidelines for the teaching of PHSE. Our PSHE education provision is mapped and planned effectively using the PSHE Association, we use the question based model as the start for our long term plan. In this plan we ensure that key skills and concepts are taught and then revisited, ensuring progression across the school.

Early years

We teach PSHE in nursery and reception as an integral part of the curriculum. We relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

Key stage 1 and 2

The long term plan follows three main concepts; Relationships, health and well-being and living in the wider world.

Curriculum changes based on new DfE statutory guidelines 2026

Health and well being

- Physical health, hygiene, and the science of puberty and reproduction (grounded in biological facts and proper anatomical/genitalia terminology).
- Mental health, emotional literacy, handling difficult feelings, and managing change, loss, and bereavement.
- Vaping, substance misuse awareness, and personal safety (including road, fire, water, and rail safety).

Relationships

- Family structures, friendship dynamics, and respectful boundaries.
- Assertiveness and resisting online sharing pressures or coercion.

Living in the wider world

- Financial education (saving, budgeting, and avoiding financial exploitation/scams).
- Online safety, digital footprint, data rights, age-restriction awareness,

The programme will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. We will ensure the curriculum is broad and balanced.

Each topic will need to be reviewed, informally by the teachers and TA's within the year group to ascertain the enjoyment had by the children, the effectiveness of developing skills and the quality of purpose.

Key Stage 3

A Key Stage 3 transition PHSE curriculum focuses on equipping students moving into secondary school with essential life skills related to personal, social, and health education, including managing the transition to a new environment, developing healthy relationships, understanding personal safety, building emotional resilience, and navigating issues like cyberbullying and managing stress, all while addressing age-appropriate topics like puberty and healthy lifestyle choices.

Responding to Pupils' Diverse Learning Needs – Challenge and Support

- At our school we teach PHSE to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad, challenging and balanced education to all children. Through our PHSE teaching we provide learning opportunities that enable all pupils to make good progress and recall information. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special abilities and talents, new arrivals and those learning English as an additional language, pupils who are economically disadvantaged and other identified groups and we take all reasonable steps to achieve this.
- Teaching is adapted to suit the specific needs and vulnerabilities of all pupils, including those with Special Educational Needs and Disabilities (SEND).
- Delivered in accordance with the Equality Act 2010, ensuring diverse family structures and protected characteristics are treated with respect.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- **creating effective learning environments; securing their motivation and concentration;**
- **providing equality of opportunity through teaching approaches – ensuring that children of all intelligences and physical ability are given the opportunity to succeed and make progress;**
- **using appropriate assessment approaches to inform teaching and learning**

	Autumn 1 Relationships	Autumn 2 Relationships	Spring 1	Spring 2	Summer 1	Summer 2
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Health and Safety

We enable all pupils to have access to the full range of activities involved in learning DT. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form Via the Kym Allen Health and Safety Website. The Educational Visits Lead is **Duncan Bromley**.

Confidentiality and handling disclosures

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns and pass this onto the designated safeguarding member of staff. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. If a safeguarding issue is raised by an anonymous question we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy.

Child Protection

We seek to safeguard children and young people by:

- **valuing them, listening to them and respecting them;**
- **adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;**
- **recruiting staff and volunteers safely, ensuring all necessary checks are made;**
- **sharing information about child protection and good practice with children, parents, staff and volunteers;**
- **sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;**
- **providing effective management for staff and volunteers through supervision, support and training.**

Assessment for Learning and Assessment of Learning

Assessment, reporting and recording Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons.

Monitoring and Review

It is the responsibility of the PHSE subject leader:

- **to develop, implement and review an action plan for PHSE; to monitor PHSE throughout the school;**
- **to encourage staff to provide effective learning opportunities for all pupils;**
- **to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.**

Monitoring of the standards of children's work and of the quality of teaching in PHSE is the responsibility of the PHSE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Reviewed: October 2026

PHSE long term plan with vocabulary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
	Differences Unique Gender Race, Community Different Skills, skills, self-belief, incredible, proud, celebrate, relationships , special, appreciate	Family, Friend, teachers, Grandparents , Parents Mum Dad Step parents Foster parents, Secure	Healthy Unhealthy Choices Balance Hygiene Care Exercise Likes/dislikes	Saving Money Budget, pocket money, spending, bank	School Rules Classroom Teachers Parents Emergency services	Environment Litter picking Animal houses Recycling kindness Rules Global links
Yr 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	Kindness, Listening Honesty, Arguments Playing, Compromise Conflict Celebrate, relationships trustworthy	similarity, same as, different from, difference, bullying, bullying behaviour, online, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique	Vets, teacher, doctor, nurse, shop worker, waiter, chef, electrician, builder, manual labour, degree, bus driver	rules, law, internet safety, green cross code, Emergency services, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger. Safe PANTS	healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items, vaccinations and immunisations	Respect Sad, angry, frustrated, disappointed, happy, excited Expressions, body language, discussion
Yr 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	Conflict Celebrate Success Praise Sharing Turn taking	Real, fake, danger, good touch, bad touch, pants, private, Medicines Responsibility Behaviour	Divorced Single Relationships, separated Partner Family Support Foster Adopted	Building, Community purpose, Communication , Support togetherness Friendship Relatability Rules, Charity,	Dental hygiene Calcium Sweets/sugars Balance Food groups car	Physical Energy, Balance, Diet intake Healthy diet, oral health, physical activity, active, sleep, vaccination

			Step parents Foster parents	Family neighbours		routine, hygiene, food, rest, routines.
Yr 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can friends communicate safely?	How can our choices make a difference to others and the environment ?	How can we manage risk in different places?
	Hobbies Interest Goal, challenge, skill, attribute,	Family, culture, age, gender, personal interests, belief, community, diverse, view Different, Similar, Diverse Respect, Views Experiences, Expectations Group	Emotions Feelings mindfulness Conflict, change, emotion, loss, grief, bereavement	Social media Age restriction Law Digital age of consent Debate, Age classification, computer game, pressure, Choices, Habits	Reduce, reuse, recycle, food choices, car share scheme, vegetarian/vega n diets, litter picking, modes of transport, Religious diet,	Water safety, green cross code, highway code, country code, rules, managing risks, social
Yr 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How will my body change over time?	How can drugs common to everyday life affect health?	What jobs would we like?
	Family, culture, age, gender, personal interests, belief, community, diverse, view Different, Similar, Diverse Respect, Views, Experiences, Expectations Group,	Money Bank accounts Savings, spending, banks, Currency Jobs, earn, win, find Part time work Choices Manufacture, pressure, decisions, value, spend, shift, full- time, part- time, shift, paid, unpaid, Charity, Fund raiser	Identify risks, help, circulation heart, breathing Emergency services Resuscitation, Conscious, recovery position, elevate, shock	behavioural, changes, attitudes, values, human life cycle, reproductive organs, conception, breasts, pregnancy, womb, uterus, egg, ovum, menstruation, periods, penis, erection, vagina, contraception, lifecycle, roles,	Cigarette, e- cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role	Aspirations Goals, Skills Qualities Applications Qualifications Degree Apprenticeships , work experience, volunteering, university

		Community, Saving, Jobs World of work, Occupation Wage / salary , budget			models, heart disease	
Yr 6	How can we keep healthy as we grow?	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?	What will change as we become more independent? How do friendships change as we grow?
	Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships , friendships, differences, love, reproduction , human life cycle, reproductive	Mental health, mood, feelings, mind, strategies, support stigma discrimination , exercise, food choices	Social media platforms, Instagram Influencers Internet Positive/negative body image, Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice	Misleading, marketing, consumers, advertising, role model, media, reality, manipulate	Money, Part time job, Peer pressure, social media, Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.	Money, Part time job, Peer pressure, social media, Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.