PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

RATIONALE

At Le Cateau, Personal, Social, Health and Economic (**PSHE**) education plays a vital role in preparing children for life both now and in the future. We use the **Kapow Primary PSHE Scheme** to ensure full coverage of the National Curriculum objectives and to provide a progressive sequence of learning across all year groups.

Our PSHE curriculum is underpinned by our school values of **C**oming Together, **A**im High, **R**eady for Anything and **E**xcited to Learn, alongside our behaviour expectations of being Ready, Respectful and Safe. These principles are woven throughout lessons and daily school life, helping pupils to develop positive relationships, make responsible choices and contribute positively to their community.

We teach PSHE to enable children to develop the knowledge, skills and attributes needed to lead confident, healthy and independent lives. Through high-quality PSHE education, pupils become informed, active and responsible citizens who understand how to keep themselves safe, care for their physical and mental wellbeing, and navigate an ever-changing world.

To ensure our provision is relevant and responsive, we tailor our curriculum to meet the specific needs of our pupils and address local, national and global priorities. We use information gathered from the Growing Up in North Yorkshire Survey to identify emerging themes and areas of need within our school community. These priorities are then carefully woven into our PSHE lessons and explored further during our weekly **CARE in Action** sessions. By providing a broad, engaging and responsive PSHE curriculum, we empower our children to become resilient, respectful and responsible individuals who are ready for the opportunities, responsibilities and experiences of later life.

Relationships and Sex Education is explained in detail in a separate policy found on the school website. British Values are addressed in the British Values Position Statement.

AIMS

The ethos of Le Cateau is intrinsically linked to the PSHE curriculum; the whole school aims to reflect the clear relationship between the two. Our school rules; Ready, Respectful and Safe which directly link to our Positive Behaviour and Relationships policy as well as our motto "*Equally Important, Equally Different*" - permeate the curriculum and are specifically addressed through PSHE. This is interwoven with, and in addition to, the Fundamental British Values (please see British Values Position Statement). Through discrete planned lessons, additional curriculum experiences, collective worship and the contribution of other subjects we provide opportunities for children to:

- Enjoy their learning
- Develop self-esteem, resilience and self confidence
- Develop strategies and skills to help them navigate challenging situations
- Think for themselves and take responsibility for their actions
- Develop emotional literacy
- Draw on personal thoughts, feelings and experiences
- Develop a safe and healthy lifestyle
- Learn to keep themselves and others safe, including on-line
- Develop and maintain positive relationships with others
- Respect the differences between people
- Develop independence
- Prepare to play an active role as citizens in the future as part of local, national, and global communities and organisations.
- To be able to express thoughts and feelings appropriately
- To respond assertively where appropriate

Equally Important, Equally Different

❖To develop an understanding of what constitutes bullying, including on-line and homophobic bullying and how to challenge and prevent this
❖To debate and discuss controversial issues in a sensitive and informed manner
❖Make choices and decisions that impact on their own lives and the lives of others
❖Consider the short- and long-term consequences of choices made
❖Consider social and moral dilemmas
❖Find information, advice and help
❖Prepare for, understand, and cope with change
❖Actively participate in a wide range of experiences across and beyond the curriculum
❖Develop and understand the importance of positive values
Understand what constitutes British Values (democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs and those of no faith) while learning about cultural and religious diversity

ASSOCIATED POLICIES

Positive Behaviour and Relationships Policy
SEND Policy
Safeguarding & Child Protection Policy
RSE Policy
E-safety Policy
Pupil Mental health and well-being

GUIDELINES

As stated above, PSHE provision will be delivered across four strands:

Discrete PSHE provision
❖ Regular planned opportunities with clear learning objectives taken from the scheme of work, supplemented by other relevant materials where appropriate. A clear progression of skills can be seen and using a scheme ensures we have a good coverage and progression of skills. The long term plan and vocabulary document for PSHE are available to all staff.

Contribution of other subjects
❖Cross-curricular lessons with clear links to PSHE i.e. Science, R.E., P.E, drama and English
❖Teachers seek to make links with other subjects across the curriculum wherever appropriate
❖ General teaching: the teacher and other adults as role models and a classroom climate that creates expectations of appropriate social behaviour and interaction

This policy should be considered in conjunction with other policies and procedures including; anti-bullying, Positive Behaviour, RSE (see below), equalities, equal opportunities, swimming, physical activity, Computing and Collective Worship.

Additional curriculum experiences
❖Collective worship (whole school, key stage, class assemblies)
❖Use of visitors and visits (e.g. the police, school nurse)
❖Sporting and team activities
❖Community projects
❖School Council activities
❖Concerts and events
❖Charity support and fundraising
❖Anti-bullying week
❖Residential visits (Year 5/6)
❖SEND support
❖After school and lunchtime clubs
❖Parental involvement
❖E-safety Week
❖Wellbeing Day
❖ Expert tuition e.g. Bikeability, Crucial Crew, Community Support Officer presentations
❖E-safety Curriculum topic and parent presentation

Behaviour around school
Management of behaviour is dealt with in the expected behaviour policy, in conjunction with which this policy should be considered. We aim to be positive in our management of behaviour, actively seeking out opportunities to reward children for socially appropriate and safe behaviour throughout the school day. This includes during lessons, playtimes, lunchtimes and when moving around the school building. Through PSHE lessons and discussion with groups or individuals, we aim to improve pupils' ability to manage their own behaviour effectively. Please see the behaviour policy for further details. Expectations are made explicit using:
❖School aims and values
❖Rules
❖Class Identity
❖Class Targets
❖Individual pupil targets
❖Role modelling
❖Reward systems
❖Whole school Class Point system
❖School Ambassadors
❖Growth Mindset

ASSESSMENT

There is no statutory requirement for end of key stage assessment. Some aspects of RSE and health education, which are statutory elements of the science National Curriculum, need to be assessed according to science attainment targets.

Assessment of PSHE takes place in accordance with the school assessment procedures for foundation subjects. Continuity and progression in PSHE is ensured using appropriate learning objectives taken from the scheme of work. Evidence of pupil progress will be gathered in a variety of ways including use of curriculum books and SeeSaw.

RESOURCES

To support the delivery of a high-quality and progressive PSHE curriculum, we use the **Kapow Primary PSHE and RSE Scheme**. This provides comprehensive, age-appropriate resources and lesson plans that ensure full coverage of statutory requirements and National Curriculum objectives.

The scheme supports the development of pupils' knowledge, skills and understanding across key areas of learning, while allowing teachers to adapt lessons to meet the specific needs and priorities of our pupils.

Kapow resources are supplemented with carefully selected materials and contextual learning opportunities identified through the Growing Up In North Yorkshire Survey and our weekly CARE in Action sessions.

Created and implemented in conjunction with DFE & NYC Guidance	15th September 2025
Adopted by Full Governing Body	October 2025
Responsibility	PSHE Lead & Full Governing Body
Reviewed	4th September 2026
Next Review Date (Annual)	September 2027