

'For With God Nothing is Impossible' Luke 1:37

Church Lench C E First School

PSHE Policy

At the heart of the school is our belief that 'With God Nothing is Impossible'.

This allows our children and staff to have high hopes and aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.

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The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. At Church Lench C E First School we follow the Kapow Scheme of work which ensures that we cover all aspects of the National Curriculum.

It also aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Aims:

At Church Lench C E First School we have adapted the Kapow programme of study to fit with our mixed age year groups and to ensure that our teaching promotes our school's core Christian values of Responsibility, Compassion, Hope, Perseverance and Thankfulness.

We have developed a question based model of teaching PSHE which links in with our school aims of promoting critical thinking in all our children.

We put the physical, emotional and mental well-being of all our children at the heart of all we do and our PSHE curriculum works alongside other aspects of the curriculum as well as interventions such as Relax Kids and Rock Steady to enable the children to understand their feelings and emotions, know who to turn to, understand that they are in charge of their own bodies and know how to resolve conflicts. We promote positive relationships with each other, members of staff and the wider community.

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Creating a safe learning environment

Building strong relationships between all adults and children at Church Lench CE First School is something we pride ourselves on and we work with the children to make sure they are comfortable and trust the adults in school as well as each other. PSHE lessons are a time where children can discuss ideas openly and know they will not be judged, ridiculed or not given time. Turn taking is essential in these lessons and the children learn how to listen well and help and support each other.

This policy is informed by our Safeguarding policy and we ensure that any child who indicates they might be vulnerable or at risk are supported by the member of staff they have spoken to and the DSL (Designated Safeguarding Lead). If a member of staff is concerned about anything a child disclosed we follow our Safeguarding guidelines.

Entitlement and Equality Opportunities

We promote the needs of all our children regardless of gender, culture, ability or personal circumstances. Together with our Christian Values and British Values we ensure that all members of our school are treated equally. Everyone has access to the same high quality PSHE teaching. This policy is informed by our SEN policy and we ensure that every child is included irrespective of their ability.

We use PSHE lessons as a way to address diversity issues and to engage our children in issues that affect the wider world (such as racial or religious differences).

We understand how important PSHE is to the development of each child and do not exclude any child from our PSHE lessons.

Intended outcomes

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. Pupils need a comprehensive, balanced and relevant body of factual information to inform their present and future risk assessment, decision-making and management. At Church Lench CE First School our intended outcomes for our pupils are to learn about:

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1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Body safety and changing body (puberty) See RSHE Policy and programmes of study
3. Relationships (including different types and in different settings, including online)
4. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) 'For With God Nothing is Impossible' Luke 1:37
5. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
6. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
7. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
8. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
9. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
10. Career (including enterprise, employability and economic understanding)
11. Links (Links with our Christian values)

Key Principles and Teaching Methodology

Research demonstrates that PSHE education needs to 'start from where pupils are'. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education will start by

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enabling pupils to share this prior knowledge with us. Research shows that attempts to scare young people into making a healthy choice rarely work, and can seriously 'backfire' – it may inadvertently create excitement, curiosity or even status among pupils who accept the risk. This does not mean the true consequences of the lifestyle choice should not be made clear, but balance is important. Pupils frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. It is important that they are reassured that, in reality, the majority of young people make positive, healthy lifestyle choices. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. Our staff are aware of the key principles and when planning, firstly ensure our pupils are given the opportunity to share their understanding of a particular concept so lessons can then be planned in accordance to pupil's starting points. Teachers ensure they have planned and researched concepts in depth and prepare for questioning by the children. Teachers ensure children have time to think, question, share and reflect in lessons to be able to understand key concepts.

Planning

Our long term plans take into account our mixed age year groups. They have been carefully designed so that over the 2 year cycle in a class the children will cover all areas of the national curriculum.

Each half term is planned and structured using the Kapow headings

- Families and Relationships
- Health and Wellbeing
- Economic wellbeing
- Citizenship
- Safety and Changing Body
- Transition

The EYFS programmes of study include self- regulation and feelings, building relationships and managing self which are part of the two- year rolling cycle in Class 1

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Timetabling

PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting on average half a term, which pupils experience every two years. PSHE is taught weekly at Church Lench CE First School however we are also led by the issues that arise in school and can have 'one off' or a small sequence of lessons to deal with a particular issue such as friendship.

Assessment

At the start of each unit we will baseline the children by asking what they already know about the topic. This will enable the teacher to plan lessons that meet the needs of the children in that particular class. Throughout the topic children will engage in different learning opportunities and teachers will assess their understanding at each stage, addressing any misconceptions as soon as they arise.

Responding to pupils questions

We create an environment which encourages the asking of questions and the children are aware that all questions are valued at Church Lench CE First School. However, consideration is given to how we respond to questions. Sometimes answering questions honestly and openly, without any consideration of prior learning or readiness, can be unsafe. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. We have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Written April 2026

Signed *S Price*

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Church Lench CE First School PSHE overview

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?		What helps us stay healthy?		Who helps to keep us safe?	
Year 2		What is bullying?			What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?		What are families like?	What makes a community?		
Year 4		How do we treat each other with respect?		How will we grow and change?	How can our choices make a difference to others and the environment?	
Year 5	What makes up a person's identity?		How can we help in an accident or emergency?			What jobs would we like?

The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHE education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

Church Lench CE First School PSHE overview

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Who is special to us?		What can we do with money?		How can we look after each other and the world?
Year 2	What makes a good friend?		What jobs do people do?	What helps us to stay safe?		
Year 3		What keeps us safe?			Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?		How can we manage our feelings?			How can we manage risk in different places?
Year 5		What decisions can people make with money?		How can friends communicate safely?	How can drugs common to everyday life affect health?	

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