



PSHCE Policy

2025 – 2027

Curriculum Statement

"A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships." PSHE Association

At St Albert's Catholic Primary School, Personal, Social, Health and Economic (PSHE) education is fully embedded within our curriculum and runs through our core values and commit to the 'CHILD' at centre: Child; High Expectations; Inspirational and Memorable; Listening; Dreams and Doors —all while '*walking together with Jesus to love, learn and serve*'.

Our PSHE lessons and wider opportunities bring together citizenship and personal wellbeing, while promoting and upholding fundamental British values. The topics covered enable pupils to self-reflect, identify their strengths, achievements and emotions, and develop the attitudes needed for success — encouraging every child to flourish.

Relationships and Living in the Wider World units foster compassion and empathy, encouraging pupils to love and serve others and to be kind to themselves. Aiming High and Money Matters units help pupils explore their aspirations — to learn and serve in order to become who they want to be. Diverse Britain and One World units teach pupils about diversity and the responsibilities of living in a diverse community. They explore the contributions individuals make and the shared responsibility to love, learn and serve in protecting our environment and the world we live in.

Our Relationships and Sex Education (RSE) Curriculum, *A Journey in Love*, complements PSHE and reflects the Catholic ethos of the school. Pupils are supported to talk positively about healthy, fulfilling relationships based on love, trust, respect and communication. This approach encourages children to aspire to and enjoy respectful relationships.

RSE lessons empower pupils to understand and feel love, build self-esteem, and develop positive, open views. They promote mutual respect and celebration of self and others. Pupils are supported to develop values and skills they can apply in the real world — showing responsibility within the school community, making safe choices, and learning from the views of others.

Introduction

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010, PSHE education must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils and of society
- Prepare pupils for the opportunities, responsibilities and experiences of later life

Although PSHE remains non-statutory, the Department for Education (DfE) continues to expect all schools to teach it, drawing on good practice. This expectation is outlined in the National Curriculum and reaffirmed in the Written Ministerial Statement (March 2013).

In July 2025, the DfE published updated statutory guidance for Relationships, Sex and Health Education (RSHE), which includes expanded content that overlaps with PSHE. While schools have until September 2026 to fully implement the new guidance, early adoption is encouraged. (See our RSHE Policy).

Key updates relevant to PSHE include:

- **Expanded personal safety content:** including fire safety, water safety, road and rail safety, and public space awareness
- **Greater emphasis on mental health:** including grief, loss, loneliness, and emotional regulation
- **Recognition of diverse families and inclusive practice:** including single-parent, same-sex, kinship, and foster families
- **Support for teacher expertise and safe learning environments:** including managing difficult questions and ensuring age-appropriate delivery
- **Continued focus on safeguarding:** including correct terminology for body parts and helping pupils identify and report abuse

At St Albert's, our PSHE curriculum reflects these expectations and is designed to support pupils' wellbeing, emotional literacy, and citizenship, while upholding our Catholic ethos and inclusive values.

Curriculum Intent

At St Albert's Catholic Primary School, our bespoke PSHE curriculum is designed to support pupils in becoming emotionally literate, socially responsible, and morally aware citizens, aligned with the *PSHE Association* and *Df guidance*. It is rooted in our Catholic ethos and core values of the 'CHILD'. Wellbeing, health, equality, and British Values are woven through all areas of learning, helping children become confident, compassionate, and morally conscious individuals

We aim to:

- Provide a coherent and progressive curriculum from EYFS to Year 6
- Promote emotional wellbeing, resilience, and self-awareness
- Equip pupils with the knowledge, skills, and attitudes needed to thrive in modern Britain
- Embed British Values, global citizenship, and social justice across all strands
- Ensure all pupils, including those with SEND, can access and succeed in PSHE
- Provide an inclusive environment for pupils to grow

The Curriculum Leader will:

- Understand and articulate the expectations of the PSHE curriculum to support teaching and support staff
- Ensure progression of knowledge, skills, and vocabulary across all phases, enabling pupils to know more and remember more
- Monitor planning and delivery to ensure consistency, inclusivity, and impact
- Challenge staff to support struggling learners and extend more confident ones
- Identify inspirational figures and role models to raise aspirations and deepen engagement
- Stay up to date with current PSHE research, statutory guidance, and professional networks (e.g. PSHE Association)
- Lead curriculum reviews, staff CPD, and resource development

Class Teachers will, with support from the Curriculum Leader:

- Create long-term and medium-term plans that ensure coverage of statutory and non-statutory PSHE content
- Use the progression grid to plan for knowledge, skills, and vocabulary development
- Seek support for any subject knowledge gaps prior to teaching
- Ensure resources are high-quality, inclusive, and sufficient for all learners
- Adapt provision for pupils with SEND using agreed strategies and tools to foster inclusion across the school
- Foster safe, respectful classroom environments where pupils feel confident to share, reflect, and grow

Implementation

At St Albert's, PSHE is taught through a flexible, spiral curriculum from Early Years to Year 6. Our approach ensures that learning builds over time, is responsive to pupil needs, and reflects our Catholic ethos and inclusive values.

Curriculum Structure and Responsiveness

Each term has an overarching PSHE focus, mapped to ensure progression and coverage across the year. However, we remain responsive to the needs, experiences, and contexts of our pupils. Where appropriate, teachers adapt the sequence to address emerging issues, pupil interests, or local and global events. This flexible approach ensures that PSHE remains meaningful, timely, and impactful.

Teaching Sequence

Each PSHE unit follows a structured sequence:

- **The Big Picture** – setting new learning in the context of prior PSHE experiences
- **Review and Retrieval** – revisiting recent learning to strengthen understanding
- **Vocabulary Focus** – introducing and embedding key terms
- **Realistic, Relevant Content** – using age-appropriate scenarios to reinforce positive norms
- **Interactive Learning** – discussion, role play, collaborative tasks, and decision-making
- **Real-Life Application** – exploring choices and responsibilities
- **Individual Reflection** – allowing pupils to process and personalise their learning

Classroom Environment

Our classrooms are designed to support inclusive, emotionally safe PSHE learning:

- Equipped with high-quality, age-appropriate resources
- Organised for flexible groupings and whole-class dialogue
- Stocked with fiction and nonfiction texts that deepen understanding and support reading across the curriculum
- Structured to allow quiet spaces, sensory tools, and visual supports for pupils with additional needs

Pupil Experience

Our pupils are:

- **Engaged** – challenged by relevant, responsive content
- **Resilient** – supported to overcome barriers and understand their strengths
- **Reflective** – able to critique their own thinking and behaviour
- **Safe and Supported** – exploring emotions and relationships in a respectful environment
- **Nurtured** – building confidence and self-esteem through positive feedback
- **Skilled** – developing personal, social, and health skills through practice and refinement

Curriculum Coverage

At St Albert's Catholic Primary School, our PSHE curriculum is structured around three core themes: **Relationships**, **Living in the Wider World**, and **Health and Wellbeing**. Each theme is taught progressively from EYFS to Year 6, ensuring full coverage of statutory and recommended content.

Within **Relationships**, pupils explore families and friendships, safe relationships, and respect for self and others. This includes topics such as privacy, consent, peer pressure, and managing emotions. Our provision includes inclusive representation of diverse family structures — including single-parent, same-sex, kinship, and foster families — and supports emotional literacy through frameworks like *Journey in Love* and *Zones of Regulation*.

In **Living in the Wider World**, pupils learn about community belonging, media literacy, and financial education. They explore roles and responsibilities, environmental care, online safety, and money management, with increasing depth and critical thinking as they progress. Financial safeguarding is embedded through teaching about scams, fraud, and financial manipulation, framed as part of personal safety and decision-making.

Health and Wellbeing is taught through units on physical and mental health, growing and changing, and keeping safe. Pupils learn about hygiene, sleep, emotional regulation, puberty, bereavement, and safety in different environments. This includes first aid, FGM awareness, and digital safeguarding. Personal safety education is explicitly taught, covering road and rail safety (including level crossings), water safety (using the Water Safety Code), and public space awareness. Online safety is revisited regularly and includes emerging risks such as deepfakes, harmful influencers, and toxic online subcultures. Upper Key Stage 2 pupils are supported to understand and critically discuss age-appropriate content around pornography awareness and online exploitation.

Our curriculum is responsive and flexible: while each term has an overarching focus, teachers adapt content to meet the emerging needs and lived experiences of pupils. This ensures that PSHE remains meaningful, inclusive, and aligned with statutory guidance, safeguarding priorities, and our Catholic ethos.

Teachers are supported to use professional judgement when delivering sensitive content and are trained to manage difficult questions in a safe, age-appropriate way. This ensures that all pupils feel emotionally secure and respected during PSHE lessons.

Inclusion and SEND

At St Albert's Catholic Primary School, we believe that all pupils should have the opportunity to learn to the best of their capabilities through a broad, balanced, and inclusive curriculum. Our PSHE provision reflects this commitment by ensuring that every child — regardless of need, background, or ability — can access and succeed in personal, social, and emotional learning.

We uphold the SEND Code of Practice's principle that "*every teacher is a teacher of SEND*". This means:

- Learning is personalised to meet individual needs
- Pupils with SEND are included in all PSHE lessons and activities
- Reasonable adjustments are made to support access, participation, and progress
- Emotional safety and pupil voice are prioritised

Adaptations to PSHE for Pupils with SEND

Teachers plan and deliver PSHE using a flexible, responsive approach. Adaptations may include:

- **Mixed ability groups** – using peers as role models and collaborative support
- **Pre-teaching vocabulary** – word lists, Widgit symbols, and prompts
- **Adult support** – proximity, modelling, and emotional coaching
- **Flexible seating** – clipboards, movement breaks, quiet zones
- **Visual aids** – picture prompts, drawing options, Zones of Regulation
- **Emotion tools** – fans, sensory buckets, worry monsters
- **Recording alternatives** – iPads, scribes, talk time, memory buddies
- **Clear targets** – linked to IEPs and EHCP outcomes
- **Behaviour and safety resources** – PANTS video, social stories, Learning Mentors
- **Adapted equipment** – fine motor supports, enlarged print, tactile resources

Teachers are expected to adapt lessons using strategies from this list and beyond, based on individual pupil profiles. The PSHE Lead monitors provision and maintains an up-to-date record of additional resources used for pupils with SEND.

Values, Emotional Literacy and Enrichment Frameworks

At St Albert's, PSHE education is not limited to discrete lessons — it is embedded across the curriculum, school culture, and pastoral systems. We use a range of frameworks and programmes to support emotional literacy, pupil voice, and values education.

British Values and SMSC

We actively promote the five British Values:

- **Democracy**
- **Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of Different Faiths and Beliefs**

These values are woven into PSHE lessons, assemblies, Votes for Schools discussions, and wider curriculum themes. Pupils are encouraged to think critically about their place in Britain and the wider world, and to act as responsible, respectful citizens.

We also incorporate and respect all social, moral, spiritual and cultural issues, helping children explore identity, fairness, justice, and diversity. This supports the development of a safe, inclusive school environment where all voices are valued.

Zones of Regulation

The Zones of Regulation is a whole-school framework that helps children recognise and manage their feelings in a simple, visual way. It uses four coloured zones to describe emotional states and behaviours:

- **Blue Zone** – Sad, tired, bored
Strategies: Take a break, drink water, move around, talk to an adult
- **Green Zone** – Calm, happy, focused
Strategies: Keep going, help others, join in
- **Yellow Zone** – Frustrated, worried, excited
Strategies: Deep breaths, quiet space, calming tools
- **Red Zone** – Angry, scared, upset
Strategies: Ask for help, move to a safe space, take time to calm down

Children learn that all feelings are normal and that they can use safe, healthy strategies to return to the Green Zone when ready. Staff use this shared language consistently across the school to support emotional wellbeing and regulation.

Thrive Approach

The Thrive Approach is a whole-school, evidence-based framework that supports the social and emotional development of all children. It focuses on:

- Building positive, trusting relationships between adults and children
- Helping children recognise and manage feelings in a healthy way
- Supporting pupils who need extra help with behaviour or emotions
- Encouraging staff to respond with empathy, connection, and consistency

Thrive gives teachers practical strategies to help pupils regulate their emotions and re-engage with learning. We use Thrive Online to assess pupils' social and emotional development, create action plans, and track progress over time. Thrive helps ensure that every child is understood, supported, and ready to learn.

[Votes for Schools](#)

Votes for Schools is a weekly, interactive programme that gives pupils a voice on real-world topics. Each week, children explore a question (e.g. "Should everyone learn sign language?") and:

- Learn about the topic through short videos and discussion
- Share and listen to different opinions respectfully
- Cast their vote, which contributes to national data

This approach helps pupils:

- Understand democracy and British Values
- Think critically and discuss ideas respectfully
- Recognise that their voices matter — in school and in society

Votes for Schools supports our commitment to pupil voice, active citizenship, and inclusive dialogue. It forms a key part of our PSHE and wider curriculum offer.

[Healthy Schools](#)

As part of our commitment to wellbeing, St Albert's participates in the *Healthy Schools* initiative. We promote healthy lifestyles through nutrition education, physical activity, mental health awareness, and safe relationships. This complements our PSHE curriculum and ensures pupils develop lifelong wellbeing strategies in a supportive, values-driven environment.

[OPAL \(Outdoor Play and Learning\)](#)

At St Albert's, we recognise that high-quality play is fundamental to children's social, emotional, and physical development. OPAL is a strategic, whole-school programme that transforms playtimes into rich, inclusive, and purposeful experiences. It aligns with our PSHE vision by promoting wellbeing, resilience, creativity, and positive relationships.

Through OPAL, we aim to:

- **Embed play as a core part of our school culture**, not just a break from learning
- **Support emotional literacy and regulation** through open-ended, child-led play
- **Foster collaboration, problem-solving, and empathy** in diverse outdoor environments
- **Ensure inclusive access to play** for all pupils, including those with additional needs

We provide a wide range of materials and spaces that encourage imaginative, physical, and social play. Staff are trained to facilitate play in ways that promote safety, autonomy, and emotional growth. OPAL complements our Zones of Regulation and Thrive approaches by offering real-life opportunities for children to practise self-regulation, build friendships, and develop confidence.

Play is a right, not a privilege — and through OPAL, we ensure that every child has the time, space, and freedom to play, explore, and thrive.

Equality, Diversity and EYFS Access

At St Albert's Catholic Primary School, PSHE education is accessible to every pupil. We are committed to ensuring that all children, regardless of background, ability, or need, can fully participate in and benefit from our PSHE provision. We uphold the principles of the *Equality Act 2010* and are committed to promoting equity and eliminating discrimination. We recognise and respect the *nine protected characteristics*, ensuring that every child feels safe, valued, and included.

Teaching takes into account:

- Age, developmental stage, and emotional readiness
- Religious and cultural backgrounds
- English as an additional language (EAL) needs
- Special Educational Needs and Disabilities (SEND)
- Individual experiences and lived realities

Our curriculum reflects the principles of the Equality Act 2010 and actively promotes:

- Respect for diversity and difference
- Celebration of varied family structures, identities, and cultures
- Inclusive language, resources, and representation
- Opportunities for all pupils to see themselves reflected in the curriculum
- A safe, respectful environment where all voices are heard

We explicitly teach and uphold the *nine protected characteristics*:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

These are embedded through our *No Outsiders* approach, which uses age-appropriate texts and discussions to foster inclusion, challenge stereotypes, and celebrate difference. Pupils learn that everyone is welcome in our school, and that kindness, respect, and equality are non-negotiable values.

As a *School of Sanctuary*, we are proud to be a safe and welcoming place for all — including those seeking refuge, new beginnings, or belonging. We teach children about compassion, justice, and global citizenship, helping them understand the importance of sanctuary, empathy, and standing up for others.

In the Early Years Foundation Stage (EYFS), PSHE is embedded through continuous provision, adult modelling, stories, role play, and structured interactions. Children learn to:

- Recognise and name emotions
- Build friendships and resolve conflict
- Develop independence, resilience, and self-care
- Understand fairness, kindness, and difference
- Explore their place in the world as part of a community

Impact

We evaluate the impact of our PSHE curriculum through pupil voice, work scrutiny, classroom observation, and staff feedback. Our goal is for pupils to leave each phase of learning with increased confidence, emotional literacy, and social awareness.

Pupil Voice will show:

- A developed understanding of what it means to be a morally conscious citizen
- Secure knowledge of key techniques and methods across PSHE strands
- Progression in vocabulary that supports and extends understanding
- Confidence in discussing PSHE, reflecting on their work, and identifying strengths and areas for growth

Displays and Evidence will show:

- Opportunities for practice and refinement of personal, social, and health skills
- A varied and engaging curriculum that reflects pupil interests and needs
- Developed and final pieces of work that showcase learning
- Clear progression in line with expectations set out in the progression grids
- Evidence that pupils build skills and techniques over time across all PSHE strands

The Curriculum Leader will:

- Celebrate pupil success through planned displays and assemblies
- Collate evidence of learning and retention over time
- Monitor standards to ensure outcomes meet or exceed expectations
- Provide ongoing CPD support based on monitoring outcomes
- Ensure the impact of the curriculum is wide-reaching, inclusive, and positive

Review

This PSHE policy will be formally reviewed every 24 months by the PSHE Lead in consultation with senior leaders and governors. However, interim updates may be made sooner if required to reflect changes in statutory guidance, safeguarding priorities, or curriculum developments. The review process will consider pupil voice, staff feedback, monitoring outcomes, and any updates from the Department for Education or the PSHE Association. All revisions will be documented and shared with relevant stakeholders to ensure continued compliance and best practice.