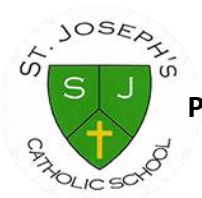




PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

School name: St Joseph's Catholic Primary School				
Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: June 2026	Date: June 2026	Date: June 2026	Date: June 2026
Date formally approved by Governors:	October 2026			
Date policy became effective:	June 2026		Review Date: June 2029	
Person(s) responsible for implementation & monitoring:	Miss H Gill			
Suggested policies to cross reference:	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor	Equalities	P.E.	Bereavement
INTENT OF PSHE EDUCATION (HRE)				
Purpose: This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health and Relationships Education (HRE). At St Joseph's Primary School, Personal, Social and Health Education (PSHE) enables our children to become independent, aware and healthy citizens of their communities; in line with the vision of the PSHE Association 'What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values'. The programme aims to support pupils to thrive in a time of rapid change. Although the specific content of PSHE education will constantly evolve as the world changes, the curriculum is based upon three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Therefore, PSHE aims to develop pupils, personally and socially and supports the growth of well-rounded individuals. It was produced by Miss H Gill through consultation with the school work force, our pupils, parents and governors. Parents and carers will be informed about the policy through letters sent home. The policy will be available to parents and carers through the school website. The policy applies to the school community including supply teachers, trainee teachers, work experience students, parent helpers, pupils, parents/carers.				



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

Overall school aims and objectives:

Our school's overarching aims and objectives for our pupils are...

Vision, Values and Ethos

Our Vision

At St. Joseph's, we strive to provide the highest quality of Catholic education; promoting the academic, physical, spiritual, moral and social development of each child to reach their full potential.

We wish that our children leave St. Joseph's with a love of learning and become valued members of society and the Church.

Our Ethos and Values

To achieve this vision at St. Joseph's we:

- believe that every child is special and has God given talents and skills
- work in partnership with the Parish of St Joseph's Barnoldswick which includes St Patrick's Earby, to share with each other the richness of our Catholic faith
- provide a safe, happy and caring environment where each one can be helped and nurtured in the growth of their faith
- welcome children of families who are not Catholic but seeking a Christian environment for their child
- actively support parents and carers positively in their role as educators of their children.

Our Mission Statement

Our mission statement at St Joseph's Catholic Primary School is embedded by the statement of ethos:

'With Jesus at the centre of all we do and say'

With the mission statement in mind, St. Joseph's Catholic School

- believes in a partnership between home, school and parish in which each child experiences a living faith based on the teachings of Christ
- endeavours to create a caring environment where each child, being unique and individual, has the opportunity to fulfil their potential
- aims for excellence in all areas of the curriculum
- strives towards achieving good working relationship and open communication, with children and adults being supported, respected and valued



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

What values will underpin this policy?

SMSC and British Values are the foundations of our curriculum. This poster is displayed throughout our school and children are able to highlight where these areas are being taught within the whole curriculum, including PSHE. They closely link with our Catholic Values of Love, Honesty, Trust, Respect and Friendship. These values are displayed in a Value rainbow in our cloakrooms.

AT ST JOSEPH'S, WE ARE...

SPIRITUAL - WE REFLECT ON OTHER'S BELIEFS AND EXPERIENCES 

MORAL - WE UNDERSTAND THE DIFFERENCE BETWEEN RIGHT AND WRONG 

SOCIAL - WE CO-OPERATE, VOLUNTEER AND ARE ABLE TO RESOLVE CONFLICT 

CULTURAL - WE APPRECIATE DIFFERENT HERITAGES, ETHNICITIES AND OTHER RELIGIONS 

OUR BRITISH VALUES ARE...

DEMOCRACY - WE HAVE EQUAL RIGHTS AND ARE REPRESENTED WHEN WE VOTE 

LAW - WE KNOW WE ARE RULED BY THE SAME LAWS AND RULES 

LIBERTY - WE HAVE FREEDOM TO CHOOSE 

RESPECT - WE RESPECT OTHERS 

TOLERANCE - WE ACCEPT THAT OTHERS HAVE DIFFERENT FAITHS AND BELIEFS

What are the aims and objectives of PSHE Education (HRE)?

Our curriculum for PSHE works to meet the needs of our pupils within the diverse society they live in. The curriculum is vital in allowing children to develop socially, morally, spiritually and culturally (SMSC), alongside their academic studies. An integral part of the curriculum is supporting the development of self-esteem and confidence of the pupils, supporting the self-efficacy of individuals. The curriculum also offers the opportunity for children to become prepared for the wider world including gaining an understanding of their rights and responsibilities, money and how to take care of the environment.

Our curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint. Thus, we hope that the PSHE curriculum will allow children to be independent, curious and confident individuals.

A key feature of effective PSHE Education (HRE) is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by providing children with key skills in how to ask for help by trusted adults, as well as providing signposting support at the end of lessons to further charities or organisations.



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

How will we ensure the curriculum is relevant to our pupils?

Building on the foundations laid in Early Years, the curriculum is sequenced within and between KS1 and KS2. We ensure our curriculum builds on prior learning by using the Programme Builders from the PSHE Association, to ensure effective progression. The curriculum prepares Years 5 and 6 pupils for the transition to high school by providing effective transition materials and lessons.

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by basing our curriculum on the needs of our child. We use relevant local data and school information (such as CPOMS and attendance) related to PSHE Education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

What are our intended outcomes?

The learning outcomes of our curriculum (which link to the PSHE Association Programme of Study (2017) – 'Overarching Concepts') are that pupils will:

- Understand their personal identity
- Form effective relationships
- Maintain a health, balanced lifestyle
- Be able to assess risk and safety
- Understand diversity and equality
- Understand their rights, responsibility and consent
- Be able to change, adapt and be resilient
- Have power and free speech
- Support their further careers

These are underpinned by the skills below:

* PSHE Association Programme of Study (2017) – 'Essential Skills and Attributes'

Personal Effectiveness:

1. Self-improvement
2. Identifying unhelpful 'thinking traps'
3. Resilience
4. Self-regulation
5. Recognising and managing peer influence
6. Self-organisation
7. Strategies for help and support
8. Clarifying and re-evaluating own values
9. Recalling and applying knowledge creatively
10. Developing and maintaining a healthy self-concept.

Interpersonal and Social Effectiveness:

1. Empathy
2. Respect for others' beliefs, values and opinions
3. Discernment in evaluating arguments and opinions
4. Skills for employability
5. Enterprise skills and attributes
6. Managing influence
7. Valuing and respecting diversity
8. Build and maintain healthy relationships

Managing Risk and Decision-Making:

1. Identification, assessment and management of risk
2. Formulating questions
3. Analysis
4. Assessing validity/reliability of information
5. Identify links: values and beliefs; decisions and actions
6. Making decisions



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

Creating a safe and supportive learning environment

We create a safe and supportive learning environment by following the guidance set out by the PSHE Association: 'A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. As well as encouraging more open discussion, it also helps to ensure that teachers are not anxious about unexpected disclosures or comments and that pupils are not put on the spot, upset or traumatised' (PSHE Association, 2018)

Within lessons:

- Each class have agreed ground rules (Class Charters), which were agreed at the start of the year to ensure children feel safe. These cover openness and honest discussion, taking into the consideration of others; keeping to conversation in the classroom only, the right to ask questions without judgement and the right to pass if they do not feel comfortable to talk.
- Pupils discuss issues in small groups and in whole class discussions
- Worry boxes are used in all classes to place in anonymous questions or concerns
- Information is balanced and differing views are provided to allow children to develop their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form).
- Teachers do not express their own views, bearing in mind the influential position they are in
- Teachers are sensitive to the individuals and experiences of the children within their care
- Always work within safeguarding and confidentiality policies
- We link our PSHE to the whole-school approach to wellbeing
- Use up-to-date Quality assured resources
- Use distancing techniques to distance ourselves from issues e.g. using stories, scenarios and clips with fictional characters and using 'someone I know' to ensure confidentiality
- Signposted support is given in every lesson

We will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor (link to Visitor Policy) 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". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
 - 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
 - Taking any safeguarding issues into consideration, the decision may be to 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
 - There needs to be a safeguarding response

The nature of questions which will be answered in class and which ones will be addressed in partnership with parents and carers links. A record of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (HRE) learning which meets their needs.

We ensure that pupils with SEND receive access to PSHE Education (HRE) through extra support from adults, discussion outside of the lessons, nurture support sessions

Teaching considers the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (HRE) curriculum.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all. In PSHE and citizenship, as in all other areas of the curriculum we recognise the value of the individual and strive to provide equal access of opportunity for all. It is recognised that some children who have SEN also have difficulties in some areas of PHSE, Sex Education and social interaction. Staff will carefully monitor the progress of these children and respond appropriately.

How will we ensure that our equalities obligations are fulfilled?

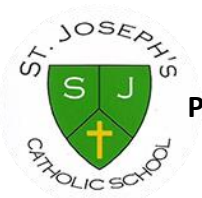
In line with the Equality Act (2010), we do not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. This is closely linked to our Catholic Values, SMSC and our British Values.

This is to share the importance of teaching pupils about the law of this country and to respect people who are different to them. This forms part of their learning to celebrate being a unique individual, in developing their sense of self.

How will we ensure inclusion and differentiate learning?

We identify pupils' different starting points by using baseline assessments at the start of topics. We respect pupils' unique starting points by providing learning that is adapted to the needs of that specific cohort. We ensure that pupils with special educational needs receive access to PSHE Education (HRE) through extra adult support, differentiated scaffolding and questions, access to nurture support outside of PSHE lessons. We offer challenge to our more able pupils by developed questioning and scenarios.

IMPLEMENTATION OF PSHE EDUCATION



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

PSHE is based upon three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Health and wellbeing

The Health and wellbeing core theme of PSHE education includes food choices and exercise (and the impact this has on physical and mental health); drugs and alcohol; healthy sleep behaviour; first aid and emergency life-saving skills; mental health; puberty; and personal safety. This education directly supports children to be mentally and physically healthy, which in turn supports their education outcomes (research evidence shows that educational outcomes and health are closely linked (Public Health England, 2014). **What we cover in Health and Wellbeing** - Physical health (food choices, exercise, dental health, sleep); Drug education; Mental health and emotional wellbeing; Basic first aid and emergency life- saving skills; Puberty / the changing adolescent body; Personal safety.

Relationships

The Relationships core theme includes learning about family life; positive friendships and managing conflict; bullying; safe and unsafe relationships; consent and respect for others. As outlined in the Sex Education Forum's review of the evidence base for relationships and sex education, this education supports children to develop healthy relationships with others, in an age-appropriate way, reduces a range of harms to children as they grow, and supports them to seek help should they experience harm. **What we cover in Relationships education** - Friendship and bullying; Families Safe and unsafe; relationships Consent

Living in the wider world

The Living in the wider world core theme of PSHE education prepares children to participate in wider society, by covering learning about shared responsibilities and communities; economic wellbeing; aspirations and careers; and digital and media literacy. Although some teaching and learning in this theme is non-statutory, there are significant overlaps with the relationships, sex and health education statutory guidance. Economic wellbeing and careers education, for example, are included in the 'Living in the Wider World' strand of the personal, social, health and economic (PSHE) education curriculum. Though unlike relationships, sex and health aspects of the subject, economic wellbeing and careers education are not yet statutory (beyond a requirement to teach about gambling referenced in statutory RSHE guidance), they are a crucial part of any schools' PSHE provision. **St Joseph's also teaches Living in the Wider World (non-statutory) to support the development of the whole child.**

Relationships and Sex Education

As a Catholic School, we teach our RSE curriculum through Ten Ten. Ten Ten is an 'RSE resource in Catholic Education in England, Wales and Scotland, Ten Ten is programme in RSE for Catholic primary schools. The approach aims not be to force an Ethic – our mission will be to inspire an Ethos. This Ethos will be rooted in the wisdom and teaching of the Catholic Church and delivered in a language which is accessible and pastoral. This programme called "Life to the Full", will inspire parents, teachers, children and young people by teaching about God's call to love; about how God's design for creation, especially the human body, reveals insight into His great plan for human relationships as a sign of heavenly unity.



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

Timetabling PSHE Education (HRE)

We allocate curriculum time to PSHE Education (HRE) to teach discrete lessons from Class 2 to Class 5. Our PSHE Education (HRE) provision is mapped and planned effectively to meet the Statutory Guidance. The PSHE Association Programme Builder supports the medium-term planning, ensuring progression and that statutory objectives are met. Our PSHE Education (HRE) provision is further enriched by assemblies, visitors, visits, sporting enrichment and other subjects (e.g. science, RE and computing).

Who will be responsible for the curriculum?

The PSHE Education (HRE) curriculum will be led by Hannah Gill (Subject Leads). The school supports staff delivering PSHE Education (HRE) to access appropriate CPD by Lancashire County Council.

The use of visitors in the classroom

External contributors working in the classroom will follow this PSHE Policy.

All visitors/agencies/other adults have clear, unambiguous guidance as to their legal and professional roles.

Good practice is shared and understood by all stakeholders.

We will achieve our objectives through:

- Issuing clearly defined procedures.
- Providing consistent messages in our school relating to handling information, once it has been received, providing training where necessary.
- Fostering an ethos of trust within our school.
- Publishing our Confidentiality Policy.
-

At St. Joseph's we value the help of parents, students and others. Everything that volunteers see and hear (particularly in relation to children's, welfare or levels of work) must be held in confidence and not shared with others outside of the school. If volunteers have any questions regarding anything they see or hear in school, or they have concerns about the well-being of a child, they should speak to the class teacher or the Headteacher.

Governors will be mindful that from time to time issues are discussed, or will be brought to their attention, about staff and children. All papers will be marked as confidential. Governors will observe complete confidentiality when asked to do so by the Governing Body, especially in relation to matters concerning individual staff, children or parents/carers. Although decisions reached at governors' meetings are normally made public through the minutes or otherwise, the discussions on which decisions are based will be regarded as confidential. Governors should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside Governing Body meetings.



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

Key Principles and Teaching Methodology

We use a range of teaching and learning styles to meet PSHE in the curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. Charity fundraising, the planning of special school events (such as assemblies and performances) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in delivering this policy. These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection, sharing and showing
- Role-play and drama
- Visits and visitors when appropriate e.g. School Nurse,
- Class lesson time
- Reports from School Council
- Peer education
- Structured group work
- Play and games

IMPACT OF PSHE EDUCATION (HRE)

How will we assess this learning?

We assess pupils' learning following the PSHE Association guidance, to establish their baseline and their endpoint to show individual progress.

Our teachers assess the children's work in PSHE by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the Curriculum. Children self-assess using a smiley-face system before and after the lesson, to show their own individual progress.

How will we involve and consult pupils?

We will involve pupils through discussions, class council meetings, questionnaires, 'ask it' baskets and the curriculum in particular Science and RE. Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a personal disclosure is made, the member of staff should explain that such information can, and should, be kept confidential within the class, but that some information may need to be passed on to colleagues

Monitoring, reporting and evaluation

Monitoring of PSHE is carried out by the PSHE Subject Leader through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires. Monitoring is fed back to SLT and the Governing Body.



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

What is our policy on confidentiality?

We create a group agreement (Class Chart) and remind pupils of this at the start of every lesson. We ask that children are open and honest, but not discuss directly our own or others' personal/private lives. When discussing examples, we use 'someone I know' to distance ourselves. The school has clear protocols in place for how to deal with information which maybe sensitive and/or confidential, see Confidentiality Policy for further information.

How will parents and carers be involved?

We are committed to working with parents and carers. Parents and carers will be informed about the policy through letters sent home. The policy will be available to parents and carers through the school website.

Other aspects of school life that contribute to PSHE Education (HRE) include:

We have opportunities to take responsibilities include School Council, monitors, class assemblies, charity.

Projects.

We provide opportunities to participate include drama productions, variety of clubs/teams, residential trips.

Responsibility for the implementation of this policy

Key PSHE Governor – Mrs Hill

Head teacher – Mrs Hargreaves

PSHE Lead – Miss Gill

Appendix to include documents referenced e.g. DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019) as well as PSHE Association documents – Programme of Study (2020), Programme Builders (2020), PSHE Lead's Pack KS 1 and 2, Handling Complex Issues safely in the PSHE Education classroom, A Guide to Assessment in Primary PSHE Education. Sex Education Forum – Curriculum Design Tool.