



*"I have come so that they may have life and have it to the full."* John 10:10

# PSHE

## Summer 2025

<b>Policy Review Details</b>	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Summer 2025	
Governor Signature	Headteacher Signature
Date of next review: Summer 2028	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
Summer 2020	L Robinson	1	Revised policy
Summer 2022	J Whittaker	2	Update in line with policy review schedule Updated Epworth / Summerseat logos and vision / values Amended subject leader details Included statutory RSHE framework
Summer 2025	J Whittaker	3	Included British Values and the Equalities act more explicitly in the aims Included reference to Trust values alongside school values Referenced specially the use of 'No Outsiders' and 'Think Equal' alongside 'Jigsaw' Updated section 4 to reflect use of Jigsaw PSHE programme Referenced Head of School as holding responsibility for ensuring PSHE is taught regularly in school in line with the policy

## **Summerseat Methodist Vision & Values**

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.



“I have come so that they may have life  
and have it to the full.”

John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.



## **Safeguarding Statement**

At the Epworth Education Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

## **1 Introduction**

**1.1** At Summerseat Methodist Primary School we believe that Personal, Social and Health Education helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Our PSHE education programme promotes, and is underpinned by our school vision of:

**‘I have come so that they may have life and have it to the full’ John 10:10**

At Summerseat Methodist Primary School, we pride ourselves on offering all of our pupils a safe, calm, happy and nurturing learning environment so children can learn effectively, enabling them to access the full breadth of our curriculum offer and ultimately reach their full potential. PSHE contributes significantly to this. We recognise our school context and want children to leave us with a strong moral and spiritual compass; respecting and celebrating diversity and promoting resilience, care and individuality. We hold high aspirations for all our pupils and want them to grow into successful and responsible adults of the future. As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality. We explore these values in a variety of ways through story, assemblies, our PSHE curriculum and in all our day-to-day interactions.

## **2 Aims and Objectives**

**2.1** We aim that through the PSHE curriculum our pupils will:

- Develop self-confidence and self-responsibility
- Develop the skills of perseverance and resilience
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Learn to respect and celebrate the differences between people and develop an understanding of the equalities act
- Understand the British Values and how these can be implemented
- Be independent and responsible members of the school community
- Be able to work as part of a team and collaborate effectively with others
- Be positive, active and aspiring members of a democratic society
- Develop spiritually, morally, culturally, mentally and physically
- To meet and go beyond the statutory relationships education and health education guidance

**2.2** We intend to achieve these aims through:

- Working within our Trust ethos and values
- A school ethos that promotes the values of joy, teamwork, love, respect, care, trust, forgiveness and equality
- Embracing the worth and contribution of all individuals in the school community and promoting self-respect and respect for others.
- One discrete PSHE lesson per week.
- Cross curriculum teaching with other subjects i.e. R.E., Science and Computing

- Special school events and extra- curricular activities including residential visits, visiting speakers, whole school charity days and a school council
- Collective Worship and Celebration Assembly
- Indirect teaching as situations arise
- Parent/School agreements
- Crucial Crew visits
- Use of 'No Outsiders' and 'Think Equal' programmes to support understanding of the equalities act
- Regular revisiting of British Values and how this is lived out

### **2.3 Statutory Requirements:**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

### **3 Teaching and Learning Style**

**3.1** All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow pupils to explore issues through school and community involvement and in a way that is challenging and relevant to their lives, and within the agreed school ethos and values.

**3.2** The purpose of each lesson is made clear, and teachers foster appropriate behaviour for learning through a shared learning ethos and ground rules.

**3.3** Appropriate learning experiences are planned and meet the needs of all the children in the class through adaptive teaching approaches.

**3.4** The staff ensure that all children have an equal opportunity to develop their potential within PSHE, regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

**3.5** Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding e.g. drama, consensus placemats, role play, discussion and debate. Time is given for pupils to reflect, consolidate and apply their learning, and pupils are questioned in order to deepen understanding and to challenge.

**3.6** Teachers have responsibility to ensure the safety and welfare of pupils and attention is given to developing a safe and secure classroom climate. The teaching of PSHE is in-line with the child protection policy.

**3.7** PSHE has two main elements:

- **Personal and social skills and attitudes:** learning to manage emotions; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference and diversity with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse, learning how to

negotiate, compromise and work with others; developing critical thinking as part of decision-making, exploring and understanding moral dilemmas; developing resilience in order to bounce back from difficult situations and learning from mistakes.

• **Knowledge and understanding:** knowing about feelings in ourselves and others, and how to control these; knowing about how to keep our bodies and minds healthy; knowing about drugs and alcohol; knowing that we have lots of different relationships and how to deal with disputes; knowing where/who to go to for help and support.

**3.8** Celebration of achievement contributes to building pupils' self-esteem, develops a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride. It directly reinforces our values of joy, teamwork, love, respect, care, trust, forgiveness and equality.

Achievement is celebrated in a variety of ways:

- In class as appropriate
- At lunchtime through 'Lunchtime Awards'
- In Friday Celebration assemblies

**3.9** Relationships at Summerseat Methodist Primary School are based on an atmosphere of trust and respect for everyone.

Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.

## **4 PSHE Curriculum Planning**

**4.1** PSHE is taught in all year groups on a two-year cycle. Every year children will cover the following topics with the support of the Jigsaw PSHE programme resources:

### **Autumn 1: Being Me in My World**

*Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.*

### **Autumn 2: Celebrating Difference**

*Includes anti-bullying (cyber and homophobic bullying included) and understanding*

**Spring 1: Dreams and Goals** *Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society*

**Spring 2: Healthy Me** *Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise*

**Summer 1: Relationships** *Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss*

**Summer 2: Changing Me** *Includes Relationships and Sex Education in the context of coping positively with change*

Alongside the Jigsaw materials, we also use 'No Outsiders' and 'Think Equal' to deepen our understanding of equality in school.

In order to support mixed age teaching, we teach each year groups content biannually, in Cycle A we will be teaching Year 1, 3 and 5 and in Cycle B, Year 2, 4, and 6. At times, we might pull resources and activities from across the two year groups at the same time to ensure age appropriate delivery. This does not apply for the 'Changing Me' unit, for which children will be separated into their individual year groups.

**4.2** At Summerseat Methodist Primary School we uphold and teach students about British Values which are defined as:

- Democracy,
- Rule of Law,
- Individual Liberty,
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

These values are taught explicitly through PSHE and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

**4.3** At Summerseat, we value the importance of a healthy body and a healthy mind and actively advocate the 'wellbeing 5' through 'Making Summerseat **Smile**' The 5 elements are regularly revisited in our PSHE curriculum and the whole school slogan and classroom displays demonstrate our commitment to this area.

## **5 Early Years Foundation Stage**

**5.1** We teach PSHE in Early Years as an integral part of the work covered during the year. In the foundation stage, PSHE is taught discreetly as well as being woven into other areas of school life although these times are shorter and likely to be more practical than further up the school.

**5.2** PSHE falls into the category of Personal, Social and Emotional Development within the EYFS curriculum, and although PSHE will be taught discreetly, many aspects are taught through Knowledge and Understanding on the World, for instance growing and changing.

**5.3** Many more aspects are taught on a daily basis at this stage, often in response to situations arising, such as learning to listen and concentrate and being kind to other.

## **6 Assessment and Recording**

**6.1** In PSHE education there are two broad areas for assessment:

1. Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
2. How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

**6.2** The principles of assessment for learning underpin our policy and practice. We aim to improve learning by actively involving pupils in their own learning. Clearly defined learning outcomes assist the assessment process. Teachers collect evidence of learning to make a judgement about pupil's progress. This evidence might include:

- mind-mapping
- presentations
- observation of a group discussion or group task
- written evidence/Write and Draw
- interview
- Visitors' views
- Teachers' Views
- Debates

**6.3** Assessment should offer the children the opportunity to reflect on their own progress. It is never a judgement on the worth, personality or value of an individual pupil.

## **7 Links to Other Policies**

**7.1** Other whole school policies contribute to the PSHE development of pupils. In particular:

- RSE
- Online Safety and Safeguarding
- RE
- Behaviour
- Anti-Bullying

## **8 Roles and Responsibilities**

### **8.1 The governing board**

The Local Advisory Board will approve the PSHE policy and hold the Head of School to account for its implementation.

### **8.2 Senior Leaders**

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

### **8.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **8.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **9 Monitoring and Review**

**9.1** Monitoring the standards of children's work and the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of PSHE and provide a strategic lead and direction for the subject in school.

**9.2** Resources are kept centrally in the staffroom. Each teacher has a current list of resources available as well as the list being available on the Teachers Shared Area. The subject lead is responsible for the organisation and maintenance of resources.

## **10 Policy Review**

**10.1** This policy has been produced and will be kept under review by PSHE subject lead.

**Reviewed: Summer 2025**

**Next Review Date: Summer 2028**