



# PSHE Policy

## Autumn 2025

**School Mission Statement: Treat others the way you would like to be treated yourself**

<b>AIMS</b>	<p>At Christ the King Catholic Primary School, we recognise that Personal, Social and Health Education <i>combined</i> with Relationships and Health Education (RHE) is essential for preparing children to be responsible citizens in the wider world.</p> <p>Through quality teaching of PSHE, we aim to build upon the RHE focuses and, as stated in the National Curriculum, cover the ‘broad pillars’ of:</p> <ul style="list-style-type: none"><li>• healthy bodies and lifestyles</li><li>• healthy minds</li><li>• economic wellbeing and financial capability</li><li>• careers education</li></ul> <p>We also aim to embed a progressive approach to relationships, well-being and living in the wider world across the school.</p>
<b>APPROACH</b>	<p>PSHE is a non-statutory subject. However, as outlined in the National Curriculum, PSHE is an important and necessary part of all pupils’ education. To account for this, we follow an all-encompassing RHE scheme ‘Life to the Full Plus’ that holds Catholic education at its heart but PSHE then builds upon this and teaches about shared responsibilities, communities, media literacy and digital resilience, money and work aspirations. PSHE provides children with fundamental life skills and ensures that the needs of every child are met, whilst promoting spiritual, moral, social and cultural development.</p> <p>Children are provided with age-appropriate content and opportunities for guided discussions to develop the knowledge, skills and attributes needed to keep themselves healthy, safe and prepared for life and work. The PSHE ‘Plus’ addition to the scheme uses a two strand approach:</p> <p>The first strand is Sessions on the topics of transitions, rights and responsibilities, money and careers – all of which mirror the spiral curriculum approach of Life to the Full (RHE), where topics are introduced and developed across key stages.</p>

	<p>The second strand is Classroom Shorts, short, snappy videos which complement but stand independent from the sessions. Running at around 3-5 minutes, each video connects to a session topic to reinforce and expand upon learning.</p>
<b>RESOURCES</b>	<p>Our RHE program, 'Life to the Full Plus' fully supports DfE guidance and is structured as follows:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #ff7f0e; padding: 10px; margin: 5px; border-radius: 10px; width: 80%;"> <div style="display: flex; justify-content: space-between;"> <div> <p><b>Module 1:</b> <b>Created and Loved by God</b></p> </div> <div> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Me, My Body, My Health</li> <li>Emotional Well-being</li> <li>Life Cycles</li> </ul> </div> </div> </div> <div style="background-color: #ff7f0e; padding: 10px; margin: 5px; border-radius: 10px; width: 80%;"> <div style="display: flex; justify-content: space-between;"> <div> <p><b>Module 2:</b> <b>Created to Love Others</b></p> </div> <div> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Personal Relationships</li> <li>Life Online</li> <li>Keeping Safe</li> </ul> </div> </div> </div> <div style="background-color: #ff7f0e; padding: 10px; margin: 5px; border-radius: 10px; width: 80%;"> <div style="display: flex; justify-content: space-between;"> <div> <p><b>Module 3:</b> <b>Created to Live in Community</b></p> </div> <div> <p><b>Units:</b></p> <ul style="list-style-type: none"> <li>Religious Understanding</li> <li>Living in the Wider World</li> </ul> </div> </div> </div> </div> <p>Module 1 focuses on a variety of transitions and times of change. From EYFS, where the session helps pupils to recall changes that came with starting school and identify changes to come, through to UKS2, where children will explore their feelings about moving to secondary school and what strategies will help them through this transition, with a particular focus on resilience and gratitude. They will learn that God's unchanging love means that they can cope with change, meet new people and feel safe in new environments.</p> <p>In Module 2 Unit 2, -Personal Relationships -there are some Classroom Short videos covering topics such as prejudice and discrimination, sexual attraction and gender stereotypes. In Unit 3 - Life Online - there are some Classroom Short videos about Critical Thinking, where child presenters deliver teaching about targeted marketing, and real life scenarios are explored. The UKS2 video, Content Consumers, explore the ideas further about why and how we should think critically about the content we consume in the media and online. In Unit 4, Keeping Safe, there is a session for LKS2, Rights and Responsibilities, that identifies legal rights, discuss scenarios where these are compromised, and offers opportunities for pupils to consider how their own responsibilities relate to rights.</p> <p>For each Key Stage in Module 3 Unit there are 2 Life to the Full Plus sessions and associated Classroom Short videos.</p> <p>The first Life to the Full Plus session for each Key Stage looks at the topic of Careers. From EYFS where the session helps pupils to identify different types of jobs and roles in the community and they will learn how work contributes to a sense of fulfilment and, with thanksgiving to God, identify some of their strengths, gifts and talents, the spiral curriculum expands on this theme through to UKS2 where the session considers many aspects of the</p>

	<p>world of work: getting and changing jobs, gender stereotypes, unemployment and more. Pupils will understand how learning in school contributes to future careers and learning opportunities outside of school.</p> <p>The second Life to the Full Plus session for each Key Stage looks at the topic of Money. The EYFS session introduces the topic of money: what it is, where it comes from and how we can use it. Children discover that money doesn't define our value – God does. As the spiral curriculum progresses, children explore the choices we have with our money and begin to understand that it is important to look after our money and be responsible. Pupils will reflect on how our values and attitudes impact our decisions around money and through budgeting activities and discussions, will discuss the pros and cons of different payment methods and money tracking techniques and highlighting some risks. They will consider why some people have more than others, developing awareness of fairness and justice</p>
<b>SEN</b>	For all Key Stages, support is provided in the form of notes with suggestions for adapting teaching for students with SEN. These notes highlight content from the session to be aware of and think about in a different way, key points to ensure understanding, and suggestions on how to offer options and so increase accessibility. Teachers will draw upon their knowledge of each child's needs and adapt as necessary.
<b>TIME ALLOCATION</b>	RHE/PSHE is taught on a weekly basis for 30minutes. Due to the cross curricular nature of PSHE topics, they are also addressed in computing, science and PE as well as through the ethos of the school and thematic days such as Anti bullying week, Number Day and E-safety week.
<b>ASSESSMENT</b>	Children will have regular opportunities to reflect on their learning. Formal assessments are not applicable in PSHE/RHE but teachers will monitor and evidence pupils' progress and attainment in PSHE knowledge, understanding, skills and attributes. Teachers will choose one lesson to evidence in a unit of teaching and set a task for children to complete on Seesaw.
<b>MONITORING</b>	<p>There is bi- annual review of this policy by the PSHE Subject Leader. Implementation of PSHE will be monitored by the PSHE and RHE lead through triangulation of evidence.</p> <p>The Curriculum committee of the governing body is briefed to oversee all policies. Any changes made to this policy will be communicated to all teaching staff.</p>

**Policy agreed by Governors:** Autumn 2024

**Signed:** ..... (Governor)

**Policy to be reviewed:** Autumn 2026