



Trinity St. Peter's

Church of England Primary School

where children shine

PSHE Policy

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring pupils' PSHE development, we are also actively promoting fundamental British values where pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy should be read in line with the school's Behaviour, Anti-Bullying, Safeguarding, Relationships and Sex Education, Online Safety, Mental Health and Wellbeing, Equality, Global Citizenship and RE policies.

Purpose of Study

At Trinity St. Peter's we regard PSHE as an important, integral component of our whole curriculum despite it not featuring in the revised National Curriculum of 2014. We strongly believe through our unique set of school values, our broad and balanced curriculum and discrete PSHE sessions, we promote children's personal and social development, enabling pupils to embrace difference and diversity through faith, culture, gender and lifestyle – enabling all to be treated with dignity and respect. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

VALUES	VISION	INTENT
Serve with a kind heart Service	Follow Jesus' example	Act with integrity and honesty Have a strong sense of fairness, justice and respect for individuals, groups and communities Take responsibility for their own actions and the consequences that accompany them Grow spiritually through experience of prayer, stillness, worship and reflection
HOPE with open eyes	Have a positive outlook on life	Have self belief Be optimistic Be resilient Strive for accuracy
Imagine with a curious mind Creation	Think critically and creatively	Think and communicate with clarity and precision Ask questions and explore concepts, ideas and possibilities Create original and ingenious ideas, Form new solutions and techniques

Nurture with helping hands Kindness	Be kind to yourself and to others	Be present and in control – paying attention to what is happening right now with kindness Have a personal commitment to make a positive difference to their own life, the lives of others and the environment Demonstrate compassion and have a concern for justice for themselves and for others Work well independently as well as effectively and willingly in collaboration with others
Enjoy with happy feet Joy	Enjoy and appreciate every step of the journey	Enjoy coming to school Have a love for learning and a thirst for knowledge Thankful for opportunities and experiences and respond with wonderment and awe Find humour and have fun

All of our children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and wider community. They learn to recognise their own special skills, talents and abilities; work well with others and become increasingly responsible for their own learning. Through practical activities and discussion, children are able to reflect on their experiences and understand how they are developing personally and socially, tackling many of the **Spiritual, Moral, Social** and **Cultural** issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good, global citizen. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning. Children are also encouraged to be courageous advocates and to challenge any injustices or inequality when necessary.

Context

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, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Trinity St. Peter's, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Sex Education within our whole-school PSHE Programme. Please refer to our RSE Policy.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Safeguarding

In addition to the above, the school's safeguarding posters are displayed in all classrooms, as well as ChildLine posters. The children are aware of the key members of staff they can speak to if they have any concerns.

Children are educated on 'right and wrong', including positive relationships and how to identify bullying (in person and online). Half-termly pupil surveys take place so class teachers and SLT can monitor all pupils' safety and happiness.

Aims

By the end of primary school, children will have a good understanding of Health and Wellbeing, Relationships and Living in the Wider World:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Through the teaching of daily acts of mindfulness, pupils across the whole school learn how to focus their attention and appreciation on the present moment by accepting their feelings, thoughts and bodily sensations as a way to improve their own mental wellbeing

*Please also refer to the school's PE Policy and Mental Health and Wellbeing Policy.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- An understanding of how citizens can influence decision-making through the democratic process
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Responsibilities

The PSHE Coordinator is responsible for:

- Monitoring the teaching and learning of PSHE;
- Providing feedback to staff regarding teaching and learning;
- Overseeing and implementing the policy;
- Attending training;
- Providing training to staff on important issues such as homophobic bullying and online safety.

Each class teacher is responsible for delivering the PSHE objectives to their class and being aware of where extra lessons may be needed / when further opportunities for learning should be sought.

Teaching

To ensure progression and a spiral curriculum, teachers are encouraged to use Jigsaw, the mindful approach to PSHE, as the chosen teaching and learning programme. Teachers then tailor the lessons to our children's needs through our school's vision and values and bespoke 4C teaching approach. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE and recommended by [The Department for Education](#).

New RSE teaching and learning happens during 'RSE Week' in the final week of the Summer 1 half-term every year. The rationale behind this is that by this point in the academic year, all children in each year group should have the level of maturity required to access the content taught and have had over two terms to build a good, professional rapport with the class teacher delivering the lessons. The children then have a half-term break to reflect on the content taught and have the

opportunity to discuss the learning at home with a trusted adult, before returning to school and having the opportunity to ask any follow-up questions to the class teacher.

Once objectives are taught in a particular year group, they are referred back to in following year groups as part of PSHE lessons or general class discussions. For example, children are reminded of family diversity (single parents, same-sex parents etc.) through general teaching practice in every year group and posters relating to different family structures are displayed around school.

In addition to explicit PSHE lessons, children in Years 1 to 5 take part in the weekly 'Big Question' provided by Picture News. This is a class thinking together to increase their understanding and appreciation of the world around them and of each other. Every week, each class explores big questions about life in order to develop pupils' understanding of differences, disadvantage, deprivation and the exploitation of the natural world - in accordance with British values. Often, these questions also relate to aspects of the PSHE curriculum.

Our PSHE curriculum is also enhanced by our PSHE Calendar (see Appendix 1). This lists the local, national and global events we celebrate / raise awareness for each year across the school and are used by teachers as a relevant and purposeful stimulus for further PSHE learning.

Each year group has access to a collection of books relating to equality and diversity, including same-sex relationships, characters that are trans and characters with special educational needs. These collections are age appropriate and are used by class teachers as opportunities to enhance the children's learning about understanding and respecting differences within our community.

Collective Worship takes place regularly in every class. Each Collective Worship links to a Christian monthly value and often these have strong links to our PSHE curriculum (e.g. Respect, Dignity, Courage, Justice).

Learning

During Key Stage 1, children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2, children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it; enhancing further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities by a range of different learning opportunities such as actively promoting democratic processes such as a Collective Worship Committee whose members are voted for by the pupils in both Key Stages 1 and 2. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement by our school staff working closely with families and their feeder schools. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Special Educational Needs

Pupils who are identified as having additional learning needs will access PSHE learning through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

Staff also receive training on how to deliver the PSHE / RSE curriculum for children with SEN.

Spirituality

Spiritual education in PSHE inspires curiosity into how our identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK, as well as a global citizen.

Children are given plenty of opportunities for reflection. They learn to appreciate that each individual is unique and has gifts and talents. They are able to develop dignity and a sense of belonging and consider how diversity in society helps us live today. Our pupils are able to connect with / value others and experience the awe and wonder of our physical bodies, common humanity as global citizens and incredible planet.

Global Citizenship

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become 'caring global citizens of the world' as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global Citizen enriches PSHE by enabling pupils to:

- develop knowledge of different types of rights
- engage with issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas
- explore well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities
- consider how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities.

Staff also raise awareness of valid and up to date curriculum links, as well as national events relating to PSHE as seen in the appendices.

Global Citizenship is assessed by the Subject Leader and Assistant Headteacher using the Oxfam progression grid, in line with the Global Citizenship policy.

Teaching Methods

Thinking tools and the 4C model of questioning are embedded in the curriculum and daily teaching practice:

- **4C Thinking Model** ensures logical, creative, critical and reflective thinking is embedded across the curriculum and across the school
- **Thinking Hats** help us think about our learning. The 6 Thinking Hats each represent a different type of Thinking. They are used in lessons to encourage students to think beyond their own perspective and holistically respond to situations rather than only using one type of thinking.

- **Thinking Maps** help us visualise our thinking. There are eight maps, each representing a fundamental cognitive skill such as comparing, contrasting, sequencing, and cause and effect reasoning. The maps are displayed in all classrooms as a quick reference for pupils.

These tools help support the children's learning of the PSHE curriculum; they are taught to be critical thinkers and ask meaningful questions to support their learning.

A range of teaching and learning styles are used, including the children in activities such as discussion, role play, games, investigations and problem-solving activities. The children are encouraged to take part in a range of practical activities that promote active citizenship e.g. 'Pupil Voice' committees, fundraising, phase buddies and the planning of school events.

Children have the opportunities to meet and work with members of the community, such as health workers, police, and representatives from the local churches and local community. Trinity St Peter's also liaises with external agencies and organisations such as the NSPCC, ChildLine, Aerial Trust, LGBT Community and RNLI to organize assemblies and workshops for the children.

Parents are involved through national events celebrated on our PSHE calendar, such as National Careers Week, where they are able to come into school to talk to classes about their career journeys. On particular occasions, parents may be invited in at different points in the year based on their expertise (e.g. psychology, dentistry, design).

Teachers act on the emotional needs of the class and will organize visits / visitors when necessary to develop the children's learning further. Through the use of class Twitter pages, staff and children strive to forge new and creative links within the wider, global community, bringing an increasingly exciting dimension to the children's learning and personal development.

All staff also receive thorough training in all areas of safeguarding. Such training includes: recognising areas of abuse; child-on-child abuse and contextual safeguarding.

We also offer Year 6 pupils an annual residential trip to Robinwood, where there is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building, as we want all children at Trinity St Peter's to aim high to achieve their maximum potential.

Equal Opportunities

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

PSHE follows the Equality Policy of Trinity St Peter's Primary School. At Trinity St. Peter's, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Monitoring and review

The coordination and planning of the PSHE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PSHE and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in PSHE and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Autumn 2025

Appendices

Appendix 1:

Month	PSHE
September	Roald Dahl Day (Yr1 Upwards) European Languages Day Dot Day – Foundation Stage Young Leaders Award (Year 2) Robinwood Residential (Year 6)
October	Black History Month Hello Yellow (Mental Health) Hate Crime Awareness Week
November	TSP's Celebration of Kindness Week (World Kindness day) Anti Bullying/ Behaviour Awareness Week Children in Need Appeal Day Road Safety Week Remembrance Sunday
December	International Day of Persons with Disabilities Human Rights' Day
January	National Storytelling Week
	LGBT History Month

February	Safer Internet Day Chinese New Year
March	National Careers Week World Book Day International Women's Day Brain Awareness Week British Science Week Comic Relief - Red Nose Day / Sports Relief International Day for the Elimination of Racial Discrimination
April	Drop Everything and Read Earth Day
May	World Day for Cultural Diversity
June	World Environment Day Healthy Eating Week My Money Week Child Safety Week National School Sport Week