



ST JOHN'S CHURCH OF ENGLAND ACADEMY

Personal, Social, Health and Economic Education Policy and Personal Development

Date of Policy	06/11/2024
Date of Adoption	06/11/2024
Review Date	

Introduction

At our Christian school, we are guided by our mission statement: *'Guided by God to be the best that we can be'*. This mission, alongside our Christian values, forms the foundation of all that we do and shapes our approach to teaching and learning. These values are not only embedded across all areas of our curriculum, but they are particularly central to our work in Personal, Social, Health, and Economic Education (PSHE), which is a key component of our broad and balanced curriculum.

We believe that the spiritual, moral, social, and cultural (SMSC) development of our pupils is at the heart of our school ethos. Through PSHE, we aim to nurture well-rounded individuals who can flourish as children of God, as members of their families, as responsible citizens, and as part of the global community. Our PSHE programme encourages pupils to reflect on their role in the world, helping them develop a strong sense of identity, purpose, and respect for others.

In addition to fostering emotional and social well-being, our curriculum also aims to develop an understanding of British Values, such as democracy, the rule of law, individual liberty, mutual respect, and tolerance for those of all faiths, beliefs, and backgrounds. We encourage our pupils to embody these values in their daily lives, promoting kindness, respect, and a commitment to justice and equality.

Through PSHE, we equip our children with the knowledge, skills, and attitudes needed to live healthy, fulfilling lives and make a positive contribution to society.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping Children Safe in Education' (KCSIE)
- DfE (2019) 'Relationships education, Relationships and Sex Education (RSE) and Health Education'

Aims

This policy reflects St John's overarching aims and objectives in supporting our children to become healthy and responsible members of society, by building self-esteem, resilience and empathy. It provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In all aspects of our PSHE curriculum we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others

- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Help pupils develop feelings of self-respect, confidence and empathy

Curriculum Design

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils. Our curriculum is taught through discrete PSHE lessons and cross curricular links to ensure that learning is meaningful for all our pupils.

At St John's we use 1-Decision to deliver our PSHE and RSHE Curriculums.



What is 1decision?

The 1decision resources have been carefully developed over the past nine years by specialists in collaboration with schools and, most importantly, children. These materials have earned the PSHE Association's Quality Mark, assuring our school community that they represent best practice in delivering a whole-school approach to ensuring children are safe, happy, and healthy.

The 1decision programme helps children develop vital skills, knowledge, and vocabulary to navigate various influences and pressures, empowering them to make informed, safe choices. Through the use of 1decision, we give children the opportunity to explore the potential consequences of different decisions, fostering their understanding of how to make positive and well-informed choices in their own lives.

Each unit features a video scenario in which children take an active role in shaping the story and determining the outcome. Not only do they get to make decisions for the characters, but they also experience the consequences of alternative choices, helping them reflect on the impacts of their actions. This interactive approach encourages our children to discuss confidently and thoughtfully

how their own decisions, as well as those of others, can shape their lives and the world around them.

The Programme is split into 9 units

- Keeping/Staying Safe
- Keeping and Staying Healthy
- Feelings and Emotions
- Computer Safety
- Growing and Changing
- Being Responsible
- The Working World
- A World without Judgements
- Fire Safety (Key Stage 1) and First Aid (Key Stage 2)

Early years

We teach PSHE in reception and early years as an integral part of the curriculum. We relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

Key Stages 1 and 2

The curriculum will be implemented by creating a programme of study that uses the PSHE Association 'Themed Approach' curriculum guidance and recommendations but is designed to meet the needs of our children and community. The three main core themes are as follows:

- **Health and Wellbeing**

Pupils will learn the importance of personal hygiene; the physical differences between boys and girls; road safety, cycle safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity.

- **Living in The wider world**

Pupils will learn how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

- **Relationships**

Pupils will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

Alongside our programme of study we tailor our curriculum to meet the needs of our children and we respond to findings from school data and pupil feedback. In particular, we work closely with the 'Healthy Lifestyle' questionnaire, a local authority initiative run by the Relationships Education and Sexual Health Co-ordinator, to ensure the PSHE curriculum is bespoke to the specific needs of our children and our community.

The PSHE programme of study and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

Please see [Appendix 1](#) for full subject content of the Scheme of Work for each year group.

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are cross curricular links with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot.

Over the course of the school year, there are a range of additional opportunities to enhance the PHSE curriculum both across the whole school and within individual year groups:

- Each class undertakes an educational visit/visitor each term
- Participation in Services – Harvest, Nativity, Easter
- Support for chosen charities
- E-Safety Weeks
- Anti-Bullying Week
- After School Clubs –
- Mental Health Awareness Week
- Water Safety Assembly (Years 1-6)
- Railway Safety Assembly (Years 1-6)
- NSPCC Pants Rule

EYFS	
<ul style="list-style-type: none"> • Road Safety • Healthy Teeth/Dentist/Supervised tooth brushing • Personal Hygiene • Height and Weight 	
Year 1	Year 2
<ul style="list-style-type: none"> • Pedestrian Training • Personal Hygiene 	<ul style="list-style-type: none"> • Pedestrian Training • Personal Hygiene
Year 3	Year 4
<ul style="list-style-type: none"> • Pedestrian Training • Dentist/Healthy Teeth and Hygiene 	<ul style="list-style-type: none"> • Young Leaders • Dentist/Healthy Teeth and Hygiene
Year 5	Year 6
<ul style="list-style-type: none"> • Young Leaders • Puberty • Mini Police 	<ul style="list-style-type: none"> • 4 night residential • Bikeability • Safety Carousel • Young Leaders • Puberty • The Decider Programme • Height and Weight

Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur in an age appropriate way.

Thrive



The Thrive Approach is a proactive, trauma-informed framework aimed at addressing the emotional and social needs of all children and young people, fostering an emotionally healthy school environment. Grounded in neuroscientific research, child development theory, attachment theory, and the study of creativity, play, and the arts, Thrive provides a holistic approach to mental health. This approach reduces barriers to learning, creating a supportive atmosphere where pupils feel safe, valued, and motivated to reach their full potential.

In alignment with the school's PSHE (Personal, Social, Health, and Economic) policy, the Thrive Approach plays a crucial role in developing pupils' social and emotional skills. By equipping children with the tools to build positive relationships and manage their emotions effectively, Thrive supports the school's commitment to nurturing the whole child. This ensures that students not only thrive academically but also grow into confident, resilient individuals who can navigate life's challenges and engage with others in healthy, constructive ways. Through this integration, the Thrive Approach strengthens the school's broader efforts to promote mental health, well-being, and positive social interactions, in line with the principles outlined in the PSHE curriculum.

OPAL (Outdoor Play and Learning)



St. John's has adopted the OPAL approach to playtimes and were awarded OPAL Gold status in July 2024. Children in British primary schools spend 20% or 1.4 years of their school attendance. The Outdoor Play and Learning (OPAL) Primary Programme is a mentor-supported school improvement programme. It addresses all of the areas schools must plan for if they want to strategically and sustainably improve the quality of their play opportunities.

The OPAL Primary Programme is the only programme of its kind that has been independently proven to sustainably improve the quality of play in British primary schools. Research shows that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school.

Given the importance of play in children's lives and current concerns about children's health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in OPAL's programme. The OPAL Primary Programme supports schools in developing a cultural shift in thinking about and supporting children's play.

Its success comes from a series of interrelated actions undertaken with the specialist support from the OPAL mentor. This embeds play into school's policies and practices and establishes clear guiding principles and strategies for initiating changes at playtimes. The results can be transformational and – at best – spectacular and show progress even in more challenging school environments

Teaching and Learning

Fostering a Safe and Supportive Learning Environment

Creating a safe, inclusive, and positive learning environment is essential for all members of the class—adults and children alike. This is built on trusting relationships and mutual respect. Rather than focusing on rules, we encourage the development of group agreements. While personal questions are not asked, children are encouraged to ask questions that help them learn how to stay safe. Examples of group agreements include:

- Taking turns to speak
- Using kind and positive language
- Listening to one another with empathy and support
- Respecting the right to pass if someone doesn't wish to share
- Maintaining privacy and confidentiality
- Using accurate vocabulary
- Feeling confident to seek help or advice when needed

Enhancing PSHE Through Practical Learning and Community Engagement

Pupils develop research and study skills, engage in problem-solving activities, and are encouraged to take part in charity work, volunteering, and organising school events. The school enriches and broadens the PSHE curriculum by inviting visitors, such as health professionals and police officers, who provide specialist knowledge and real-world perspectives. These contributions add both breadth and depth to our curriculum, enhancing pupils' understanding of key topics. All visitors are briefed on the school's PSHE policy and expectations, and their involvement is closely monitored by class teachers to ensure alignment with our values and objectives.

Relationships, Sex and Health Education (Please see RSHE Policy November 2024)

Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the National Curriculum recommendations for teaching RSE (2019). Please see the schools RSE Policy and relating Scheme of Work for further information.

Teaching Responsibility and Staff Training

PSHE has a designated Co-ordinator (Mrs Dale) and Link Governor (Alison Grange) that will regularly monitor the subject and attend CPD from the Local Authority. The PSHE Co-ordinator will ensure there is appropriate and regular training for all teaching staff.

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to.

Safeguarding

At St John's we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2020 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the Home School Support Worker, Deputy Head or Head Teacher.

All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that are not safeguarding issues, but opportunities to support the child will be offered. If this occurs, staff may refer or suggest local or national support services or information for pupils and/or their families.

Monitoring, Reporting and Assessment

We ensure that all pupils have equal access to the PSHE curriculum through a process of monitoring, evaluation and assessment which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Due to the current national consultation on assessment within the curriculum, the school will follow their current assessment methods within PSHE and they will be adapted based on the outcome from the consultation in due course. Current assessment methods are new and under observation as part of the subject quality assurance by the subject lead to ensure they are fit for purpose.

Links to Other School Policies

The PSHE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- RSE Policy
- Behaviour Policy
- SEND Policy
- Equal opportunities Policy
- Safeguarding/Child protection
- Health and Safety Policy
- Anti- Bullying Policy
- IT Policy and safe Internet use
- External Visitors

Link to our schools PSHE overview

<https://www.stjohnsceacademy.co.uk/curriculum-maps/pshe/>



Appendix 1: St John's Church of England Academy- PSHE Long Term Overview

PSHE Long Term Plan



	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
Year 1	Relationships Baseline Assessment Friendship	Keeping/ Staying Healthy Baseline Assessment Washing Hands	Keeping/ Staying Safe Baseline Assessment Road Safety	Being Responsible Baseline Assessment Water Spillage	Feelings & Emotions Baseline Assessment Jealousy	Computer Safety Baseline Assessment Online Bullying	Our World Baseline Assessment Growing in Our World	Fire Safety Baseline Assessment Hoax Calling	Hazard Watch Baseline Assessment Is it Safe to Eat or Drink?
Year 2	Keeping/ Staying Safe Tying Shoelaces	Keeping/ Staying Healthy Healthy Eating Brushing Teeth	Relationships Bullying Body Language	Being Responsible Practice Makes Perfect Helping Someone in Need	Feelings & Emotions Worry Anger	Computer Safety Image Sharing Computer Safety Documentary	Our World Living in Our World Working in Our World	Fire Safety Petty Arson Texting Whilst Driving	Hazard Watch Is it Safe to Play With?
Year 3	Keeping/ Staying Safe Staying Safe Leaning Out of Windows Summative Assessment	Keeping/ Staying Healthy Medicine Summative Assessment	Relationships Touch Summative Assessment	Being Responsible Stealing Summative Assessment	Feelings & Emotions Grief Summative Assessment	Computer Safety Making Friends Online Summative Assessment	Our World Looking After Our World Summative Assessment	Fire Safety Enya & Deedee Visit the Fire Station Summative Assessment	Hazard Watch Recap Summative Assessment
Year 4	Feelings & Emotions Baseline Assessment Jealousy	Keeping/ Staying Healthy Baseline Assessment Healthy Living	Growing & Changing Baseline Assessment Appropriate Touch (Relationships)	Being Responsible Baseline Assessment Coming Home on Time	Keeping/ Staying Safe Baseline Assessment Cycle Safety	Computer Safety Baseline Assessment Online Bullying	The Working World Baseline Assessment Chores at Home	A World Without Judgement Baseline Assessment Breaking Down Barriers	First Aid Baseline Assessment First Aid (Y4)
Year 5	Keeping/ Staying Safe Peer Pressure Adults' & Children's Views	Being Responsible Looking Out for Others Adults' & Children's Views	Feelings & Emotions Anger Adults' & Children's Views	A World Without Judgement Inclusion & Acceptance Adults' & Children's Views	Growing & Changing Puberty Adults' & Children's Views	Computer Safety Image Sharing Adults' & Children's Views	Keeping/ Staying Healthy Smoking Adults' & Children's Views	The Working World Enterprise Adults' & Children's Views	First Aid First Aid (Y5)
Year 6	Keeping/ Staying Safe Decider Programme Summative Assessment	Keeping/ Staying Healthy Alcohol Summative Assessment	Being Responsible Stealing Summative Assessment	Feelings & Emotions Worry Summative Assessment	Growing & Changing Conception Summative Assessment	Computer Safety Making Friends Online Summative Assessment	The Working World In-App Purchases Summative Assessment	A World Without Judgement British Values Summative Assessment	First Aid First Aid (Y6) Part 1 & 2 Summative Assessment