

Christ the King Catholic Primary School



Making a difference by

Inspiring a love of life and learning

We build strong foundations within

God's loving hands

PHSE Policy and Guidance

Key 1 and Key 2

Author		Mary Mainwaring and Rosie Yemm	
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Date ratified by Full Governing Body	September 2026	Chair of Governors	Angela Willan
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Author/Person Responsible	Head Teacher – Mary Mainwaring
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Review Group	
Ratification Group	FGB and Misson and Vision
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Previous Review Amendments/Notes	
Related Policies	
Chair of Committee Signature	FGB

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	PHSE Policy and Guidance Key 1 and Key 2	DATE:	September 2026
EIA CARRIED OUT BY	Mary Mainwaring	EIA APPROVED BY	Mary Mainwaring

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A

Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

Aims for the School Curriculum

- The school curriculum aims to provide opportunities for all pupils to learn and to achieve.
- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- The Catholic ethos of our school and its Mission statement 'Journeying together, at Christ the King we have embedded school values which we are all guided by at school.

These aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. development in all areas is essential to raising standards for all pupils.

Rationale

The importance of Personal Social and Health Education

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 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 and learning.

The Framework for PSHE

The knowledge, skills and understanding to be taught in 4 interrelated sections:

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

Forms of Curriculum Provision Discrete Provision

This includes

- ☐ separately planned curriculum time with whole school themed weeks/fortnights including 'Anti Bullying', One World Week, Keeping safe-Road Safety and cycle/scooter training, Mental Health Awareness, Money Matters
- ☐ Focused discussions through circle time and school council meetings.
- ☐ Assemblies and worship as an individual, class, Key stage or whole school
- ☐ PSHE and Health in Schools activities and school events.
- ☐ Through pastoral care and guidance.
- ☐ Through the close links to 'Values' our half-term assembly Schemes of Work.

This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

Provision through teaching and learning in RE and other subjects/curriculum areas

- ☐ RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. Strong Links through planning for RE using the new RED materials or the adapted 'God Matters' Scheme of Work from the Clifton Diocese. Whole school and class Masses.
- ☐ English: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- ☐ Mathematics: aspects of financial capability, counting and sharing.
- ☐ Science: (including medicines), sex, health, safety and the environment.
- ☐ Sex Relationship Education policy)
- ☐ Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- ☐ Computing: communicating with others via e-mail, finding information on the internet and checking its relevance, keeping safe on line.
- ☐ History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- ☐ Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- ☐ Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- ☐ Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- ☐ Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.

Teaching Methods and Learning Approaches

The scheme, "Jigsaw" is used in all classes from Yr R to Yr 6 to deliver the 5 units puzzles across the year. Quality First teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- ☐ Effective starting and ending strategies.
- ☐ High order questioning skills.
- ☐ Climate building and ground rules.
- ☐ Agenda setting.
- ☐ Working together.
- ☐ Values clarification.
- ☐ Information gathering and sharing.
- ☐ Consensus building.
- ☐ Problem solving.
- ☐ Understanding another point of view.
- ☐ Working with feelings and imagination.
- ☐ Reflection, review and evaluation.
- ☐ Circle Time.
- ☐ School Council (preparatory activities).
- ☐ Drama and role-play.

Assessment, Recording and Reporting

Assessment in PSHE at CTK is not a judgement on the worth, personality or value of an individual child or their family. We feel that this statement is particularly important to make as

our school is sometimes faced with children/ families from diverse backgrounds or who have emotional and behavioural difficulties.

In PSHE and there are two broad areas for assessment:

- ☐ Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- ☐ How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes assist the assessment process.

Assessing, recording and reporting PSHE

At Christ the King Catholic Primary school assessment in PSHE is achieved by:

a) Assessing

Assessment is as central to personal and social development as it is to any to any other learning process. Baseline assessment, with regular reflection on personal experiences, provides information which can be indicative of pupils' progress and achievement.

The central role of self-assessment is by the child and facilitated by the teacher and other staff.

The individual's feelings and responses must always be respected. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

- ☐ Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- ☐ Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment, therefore, should allow the learner to:

- ☐ pose the questions
- ☐ make the judgement in the light of the evidence of his/her current strengths and needs
- ☐ reconsider and plan in terms of his/her growth and development

This will have a positive impact on a pupil's self-awareness and self-esteem.

Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people.

What can be assessed?

- ☐ Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge

may be observed and assessed in real or simulated experiences eg, during the planning of projects or in role-play.

☐ Personal and social skills: schools must ensure that pupils have had opportunities to learn and practise these. They can be assessed in real or simulated activities.

Who can be involved in assessing skill level and progress?

☐ Individuals themselves, their peers and teachers.

☐ Adults from outside school, for example, visitors may work with groups or individuals and can provide valuable information about the child's understanding or contributions (verbal or written)

Use of Visitors

A growing number of community based agencies, including the police, health services, theatre in education and members of our local community make visits to the school. Visitors from minority groups including cultures and disability awareness groups are actively promoted and are also involved in the life of our school.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. Issues discussed may include personal responsibility, becoming good role models and staying safe in the community.

At Christ the King Catholic Primary school community based agencies who visit to provide curriculum support, are issued with the CTK safeguarding information reminded of the following code of conduct.

☐ Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.

☐ Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.

☐ Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.

☐ Make clear to children who they are, who they represent and what they are offering to children.

☐ Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, the School Business Manager in liaison with the PHSE Lead ensure that:

☐ checks have been made with the LA

☐ their input is integrated within a planned programme

☐ appropriate links are made with planning

☐ school/class background information has been issued

☐ resources have been checked for suitability

☐ confirmation of dates and times have been confirmed in writing

☐ an evaluation process has been agreed

Other Related Policies

All subject policies indicate their contribution to PSHE in school.

☐ Sex and Relationship Education.

☐ Safeguarding and Child Protection.

- ☐ Equal Opportunities.
- ☐ Inclusion.
- ☐ Behaviour and Discipline Policy
- ☐ Health and Safety.
- ☐ Assessment, recording and reporting.
- ☐ Anti-Bullying
- ☐ Self Harm
- ☐ On-line Safety

Dissemination and Monitoring and Review

This policy will be shared with staff, Governors and parents. And will be made available on the school website.

The impact of this policy and its review will be monitored as appropriate by the Learning and Leading Committee.