



CHRIST KING the



CATHOLIC PRIMARY SCHOOL and NURSERY

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"Loving, learning, growing together as Christ's family"

Personal Social and Health Education (PSHE) Policy

September 2025

Policy owner	Diocese/HT/Bursar/FGB
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Review cycle	Annually
Type of Policy:	Statutory
Statutory Guidance	See policy

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Mission Statement

“Loving, learning, growing together as Christ’s family”

At Christ the King Catholic Primary School and Nursery, our mission statement underpins everything we do.

- Loving – We encourage children to show love, kindness, and respect for themselves and others, following Christ’s example.
- Learning – We believe every child is a unique learner. We nurture curiosity and resilience so that children can achieve their God-given potential.
- Growing together – We journey together in faith, celebrating diversity and supporting one another as a family.
- In Christ’s family – We place Christ at the heart of our community. Our values and teaching are rooted in the Gospel, shaping the way we live, learn, and relate to others.

This mission forms the foundation of our PSHE curriculum, guiding pupils not only in knowledge and skills but also in developing strong values, compassion, and faith-filled lives.

Rationale:

High quality teaching of PSHE will help prepare pupils for the opportunities, responsibilities and experiences of adult life. It can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. PSHE will help to teach children how to form safe, respectful relationships and how to stay safe in different contexts, including online. Children and young people need to know how to be safe and healthy, both physically and mentally, and how to manage their academic, personal and social lives in a positive way. Therefore, in PSHE we will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Aims:

- ✚ To build healthy relationships with friends and family.
- ✚ To know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- ✚ To know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- ✚ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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- ✚ To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ✚ To know the importance of self-respect and self-worth, and how this links to their own happiness.
- ✚ To know how to stay safe online.
- ✚ To know sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ✚ To understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ✚ To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ✚ To know that people sometimes behave differently online, including by pretending to be someone they are not and that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.
- ✚ To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- ✚ To know the characteristics and mental and physical benefits of an active lifestyle, and how being healthy in both are interlinked.
- ✚ To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- ✚ To know about personal hygiene, signs of physical illness, how to stay safe in the sun and how to make a clear and efficient call to emergency services if necessary.
- ✚ To know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- ✚ To know about menstrual wellbeing including the key facts about the menstrual cycle.

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.

How PSHE is taught through the school:

PSHE is taught weekly for 20-30 minutes. It is also taught throughout other subjects, such as Science and Computing, and in our assemblies, such as anti-bullying week and staying safe online. We also teach our Catholic programme *Journey in Love* alongside the PSHE *Jigsaw* scheme of work, ensuring that our teaching is rooted in our Catholic values while also addressing statutory requirements.

PSHE provides all children with a safe space to talk and discuss sensitive content. It is made known to the children that they can choose to share in this time but they can also choose not to share. It is made known to the children that anything discussed in PSHE can be discussed outside of the lesson

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but must be done so respectfully. Teachers agree that they will not let their personal beliefs and attitudes influence their teaching of PSHE.

Parents have the right to remove their child from some or all of sex education delivered as part of statutory RSE. Before granting any such request, it must be discussed with the head teacher and the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process and keep a record on CPOMS.

Inclusion and SEND

At Christ the King, we are committed to ensuring that all children have full access to the PSHE curriculum.

- **Inclusive approach** – Lessons are planned to be accessible to all learners, including those with additional needs.
- **Differentiation** – Teachers adapt activities, resources, and outcomes to meet the individual needs of pupils with SEND.
- **Support** – Teaching assistants and other adults may provide additional support in PSHE sessions where appropriate.
- **Accessibility of content** – Sensitive topics are delivered in a way that is age-appropriate and considerate of each child's individual background and learning needs.
- **Celebrating diversity** – We actively promote respect for differences, ensuring all children feel valued and included as members of Christ's family.

This approach ensures that every child, regardless of ability or need, can engage meaningfully with PSHE and develop the knowledge, skills, and values to flourish.

Assessment and Marking: Change to monitoring arrangements

To ensure comprehensive documentation and tracking of pupils' progress in PSHE (Personal, Social, Health and Economic education), each year group will maintain a dedicated scrapbook. This scrapbook will consist of six main units, aligned with the Jigsaw curriculum: Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, and Changing Me.

Each unit will be structured as a "puzzle" comprising six pieces, representing the six lessons within the unit. The central piece of the puzzle will feature the unit name (e.g., "Being Me in My World"). The remaining six pieces will each document one lesson, including the following elements:

- **Date:** The date on which the lesson was delivered.
- **Learning Objectives:** A clear statement of the lesson's intended learning outcomes.
- **Evidence:** Supporting materials such as photographs of activities or pieces of work produced by the children.
- **Short Paragraph:** A brief summary providing an overview of what the children discussed during the lesson and the key ideas they shared.

At the end of each unit, documentation for the "Journey in Love" programme will also be included, structured with the same elements as the Jigsaw lessons: date, learning objectives, evidence (such as

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photographs or children's work), and a short paragraph summarising the discussions and ideas shared by the children.

Following the completion of each unit, children will be assessed to determine their level of attainment: Working Towards, Working At, or Working Beyond. Assessments will be conducted using the Progression of Jigsaw Attainment Descriptors specific to each puzzle/unit. The results will be documented in the PSHE subject folder under the "Unit Assessments" section. Each year group will have its own dedicated PSHE subject folder, where assessment records will be maintained, including each child's name, the unit name, and the assessed level. This systematic approach ensures ongoing monitoring of progress and informs future planning.

Roles and responsibilities

The subject leader is responsible for:

- Ensuring that PSHE is taught consistently across the school.
- Tracking progress and attainment through the school and hold staff accountable for the progress of all children.
- Conducting book scrutinies and ensure books show progression, support and opportunities for children to master and apply their learning.
- Co-ordinating assessment procedures and record keeping so as to facilitate progression and development through the school.
- Ensuring the quality of teaching and learning in the school is of a good or better standard.
- Co-ordinating assemblies and/or lessons linked to PSHE topics eg. Anti-Bullying Week, World Mental Health Day, Anti Racism Day, Children in Need, Safer Internet Day, International Day of Happiness, World Autism Awareness Day, Maintaining resources and order new equipment, support teachers teaching the curriculum (this includes sourcing external funding)
- Working to achieve equality of opportunity throughout the school.
- Promoting STEM and cross curricular learning through the school.
- Ensuring PSHE policy is reviewed and updated regularly.

Staff are responsible for:

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

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

Conclusion

This policy will need to be read in conjunction with the following school policies

-RSE Policy

-Expectations of Classroom Practice Manual

Online Safety Policy

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-Marking Policy

Safeguarding and Child Protection Policy

-Computing policy

-Anti – Bullying Policy

-Behaviour Policy