



PSHE Policy

Date reviewed	April 2026
Review date	April 2027
Date approved at FGB	June 2026

POLICY STATEMENT

This policy has been shared and approved by the school governors in collaboration with Healthy Schools and a working group. It is shared on the school website along with the progression ladder for each year group. OFSTED has judged the Personal Development of our pupils to be Outstanding in June 2023. At St Margaret's we believe in building relationships with our pupils to ensure that our school is a safe and nurturing environment for pupils to learn and to develop their wider interests. Our PSHE programme of study brings together the personal well-being and development of values to allow each child to be the best that they can be, both within school and throughout their lives. The policy is intended to support the school in developing the clear whole-school approach to PSHE.

KEY STAFF

We have a PSHE lead who overlooks the curriculum with the support of SLT. There is a working group including SLT, the designated safeguarding lead, community lead and enrichment lead to ensure that we have a personal development programme that gives our pupils a broad and balanced school experience with learning that takes them on to their next stage of development as well as into adult life.

SCHOOL SETTING

St Margaret's CE Primary School is a larger than average primary school. The school is three form entry and there are currently 592 pupils on role (525 R - Y6). The school is located in central Manchester and has a diverse pupil intake. Leaders successfully bring together almost 600 pupils from every continent, speaking 40 different languages, and from many different cultures into one happy community.

POLICY AIMS AND OBJECTIVES

We believe that our PSHE programme gives pupils the knowledge, skills and understanding that they need to lead healthy and successful lives. Through giving our pupils the tools to show empathy, understanding and community values, our pupils can build and maintain positive relationship so that they can thrive as individuals as well as members of their families, communities and worldwide community.

PSHE CURRICULUM

PSHE is delivered as 1 hour lessons. It is taught within the following strands:

- Building Character
- Health and Keeping Safe
- Managing Feelings
- Citizenship
- Financial Education
- Relationships and Health Education
- Online Safety (including child-on-child abuse online)

PSHE at St Margaret's aims to equip our pupils with the skills to:

- keep themselves safe, including unintentional injury prevention
- know who their trusted adults are
- learn how to be resilient towards peer pressure and outside influences
- learn about self-confidence and have their own voice
- develop healthy lifestyles by being physically active and understand the links between mental and physical health
- have a culture of sustainable, safe and active travel
- understand the skills to participate in group and partner tasks fairly and inclusively
- know how to build and maintain positive peer relationships
- show tolerance and respect towards others
- learn how to behave respectfully online and understand the impact of behaviours online
- learn about active community participation
- recognise and manage their own and others' feelings.

We intend to achieve these aims by

- providing a coherent, progressive and developmental PSHE programme allowing pupils to acquire the knowledge, understanding and skills to manage their lives now and into their adult lives.
- teaching the importance of a healthy lifestyle including healthy packed lunches, healthy lunches, being active and positive mental health.
- providing a wider range of opportunities that promote healthy, active lifestyles including walking, cycling, park and ride and scooting safely.
- providing a range of opportunities for pupils to engage in active play and team building sports through our active breakfast club, sports coaches at lunchtimes, active after school clubs and a variety of sporting competitions through the year.
- providing healthy lunches and packed lunch advice
- providing drug and alcohol education
- enabling pupils to build character through lessons that teach identification of personal interests, forming aims and goals and creating steps to achieve goals and ambitions
- providing education about unintentional injury prevention where pupils learn about the risks of water safety and risks of everyday actions, equipping them with a risk gauge and how to be resilient in say 'no' in situations
- providing in-depth e-safety lessons from Education in a Connected World, covering self-image and identity, online relationships, online reputation and online bullying.
- providing education about managing feelings, enabling pupils to know about the range of emotional feelings, both physical and mental to be able to cope with those small and big feelings with coping tools.
- providing school values that values all individuals.
- providing explicit 1-hour PSHE lessons in which all year groups learn a comprehensive and progressive PSHE education
- providing an exemplary pastoral care system that safeguards our pupils and gives pupils regular teachings about trusted adults and services available to them.

SCHOOL VALUES

In relationship with St Margaret's Church, The Diocese of Manchester and the wider community, the school takes care to thoughtfully nurture the promotion of spiritual values that reflect its richer culture, secular and religious intake. In practice, this means that everyone is given equality of opportunity, irrespective of race, culture, religion, gender class or ability.

Such an approach maximises and develops the strength of its Church of England foundation, namely to grow as an inclusive school community, where spiritual values of caring and respecting and achieving are promoted.

The school values are:

- Compassion
- Creativity
- Curiosity
- Resilience
- Responsibility
- Unity

The school values drive collective worship and assemblies in school, sit alongside the school curriculum and support pupils' spiritual, moral, social and cultural development, including a focus on:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Equal Opportunities

We aim to provide Personal, Social, Health and Economic (PSHE) education with equal opportunities through various strategies. The key ways in which we work towards this goal include:

Inclusive Curriculum: PSHE lessons are designed to be inclusive and accessible to all pupils, regardless of their background, ethnicity, gender, or ability. Teachers ensure that the curriculum content reflects the diverse needs of the pupils. This may include covering topics like mental health, relationships, healthy lifestyles, and citizenship in ways that are relevant to all pupils.

Differentiated Learning: Teachers adapt their teaching methods to accommodate the varying abilities and learning styles of pupils. This might include providing extra

support for pupils with special educational needs (SEND) or adapting materials to suit different language abilities.

Celebrating Diversity: Our PSHE curriculum encourages respect for diversity, including differences in culture, religion, and identity. Lessons incorporate discussions about equality, inclusivity, and understanding. This helps to promote an environment where all pupils feel valued and respected.

Equality in Access: All pupils are given the same opportunities to participate in PSHE lessons, whether through discussions, role-playing, partner work, group activities, or individual reflection. Schools also ensure that the resources used in PSHE education, such as books, videos, or online content, reflect a wide range of perspectives.

Anti-Discrimination Policies: We have policies in place to prevent bullying and discrimination. PSHE plays a central role in teaching pupils about their rights, the importance of fairness, and how to treat others with respect. These lessons aim to tackle issues like racism, sexism, and homophobia from an early age.

Parental and Community Involvement: We parents and the wider community in the PSHE curriculum. This can include workshops, support for mental health, or discussions about how to education pupils in a supportive and equal environment. We partner with Manchester Healthy Schools to offer additional resources on equality and inclusion.

Focus on Emotional Well-being: our PSHE curriculum supports emotional well-being by encouraging pupils to express their feelings, develop coping strategies, and build resilience. This is especially important in providing equal opportunities for pupils who may face additional challenges, such as those from disadvantaged backgrounds or with mental health issues.

Pupil Voice: PSHE Ambassadors provide support to their peers in class and, together with our School Council, form the pupil voice to represent our pupils. These pupil bodies are involved in making decisions about PSHE content and how it is delivered. This ensures that the curriculum is relevant to the diverse needs of the pupil body and gives all pupils an opportunity to contribute to shaping their education.

PSHE PLANNING

Early Years Foundation Stage

In Early Years Foundation Stage, PSHE is encouraged through the PSHE and physical areas of the curriculum. Both are linked to play and the social learning experiences of our pupils. Positive experiences are built through daily opportunities to share, take personal responsibility for hygiene and keeping areas tidy and showing kindness towards others.

Our EYFS pupils learn PSHE through the strands of:

- building relationships - where they learn about kindness towards others and building good friendships.

- health and keeping safe – pupils learn how to ask for help from trusted adults, hygiene, PANTASURUS (NSPCC), what to do in an emergency, what to do if you're lost, playing safely and safety online, following routines and keeping environments tidy to prevent unintentional injuries
- managing feelings including taking turns and having empathy towards others
- building character – learning about independence in getting changed or brushing your teeth, having perseverance
- career development – what some jobs involve

KS1

- building character - learn about aims, goals, ambition, physical and non-physical goals, planning towards goals and having determination in accomplishing goals
- health and keeping safe –, PANTASURUS (NSPCC), what to do in an emergency, keeping safe in the community, learning about household chemicals and medicines, keeping myself well when ill and the importance of staying healthy and preventing unintentional injuries including sunburn or over exposure to the sun, preventing the spread and diseases
- managing feelings including learning about big and small feelings, keeping safe online, knowing about how unhelpful stereotypes are, knowing about good manner and good and bad secrets and knowing what makes us special and unique
- citizenship – knowing about the British Values, understanding what it means to be from Manchester, England and Britain, learning about the role of councils and councillors and knowing how to look after our environment
- RHE knowing who cares for me, similarities and differences between boys and girls, stages of human life young to old, what is private/not private and what is fair, unfair, kind and unkind.
- Online safety – know how people online can affect us, know how some people find things funny and others don't online, how information online can be access, consent online, how to seek support.
- financial education – know about money, employment in various jobs, spending and saving and how we pay for things, Fairtrade, imports and exports, jobs and wages in different countries
- careers development – know what a vet and doctors do

KS2

- citizenship – understand the importance of rules, UN Rights Respecting Charter, old and modern slavery, role of MPs and councillors, peaceful protest
- managing feelings - mental health, e-safety, skills of negotiation and compromise, learning about racism, appropriate responses to people who may be stereotyped, challenging negative thoughts and feelings
- financial education – banks, saving, income tax, enterprise
- building character – self-reliance and independence, self-esteem, dealing with change, resilience strategies and coping with loss
- RHE – know about puberty, unwanted touch, forced marriage and FGM
- online safety – understand about appropriate online identities, personal information online, challenging inappropriate representations online and protecting online reputation, child-on-child abuse
- health and keeping safe – preventing of infections and diseases from spreading, planning nutritious meals, responding to dares and outside influences, importance

of staying physically active and eating a balanced diet, links to physical and mental wellbeing.

- career development – learning about vibrations engineers and Formula 1 race strategists.

TEACHING METHODS

Lessons are taught in 1-hour lessons across KS1 to KS2. EYFS pupils are taught in carpet sessions. For most lessons Healthy Schools PowerPoints are provided and school resources are used to teach strands including financial education, managing feelings, building character and career development. Lessons are evidenced in PSHE Floor books that require the school value, British values, pupil voice on what they have learnt and how it can help themselves and others in their lives along with pupils'/group's written work. Teachers usually teach PSHE to their classes or regular cover staff with whom planning and resources are shared.

Lessons involve a variety of teaching methods including paired work, group work, discussions and videos which allow pupil's personal growth through considering other's ideas, building on ideas and building on the skills that they learnt in previous lessons within that strand in across strands.

For some lessons, in particular RHE, there is an Ask it Basket where pupils can write questions that the teacher can address to the whole class or to individual pupils.

PSHE Ambassadors are assigned at the start of each academic year and they are responsible for recapping the British Values, agreeing on the school value and British Values that are covered within the lesson and recording what has been learnt and how will the learning help pupils and others in their life from a small sample of pupils.

PLANNING AND CURRICULUM OVERVIEW

Planning and Curriculum Overview

PSHE is taught as part of the Personal Development Programme at St Margaret' CE Primary School Equal Opportunities.

We work closely with Healthy Schools and teach from their IMatters curriculum as well as incorporating strands including careers development and building character which we feel are essential to the healthy development of our pupils. We expect that our teachers teach or overlook the teaching of PSEH In their classes. PSHE floor books have evidence of weekly lesson on lesson evaluation sheets that include the schools' values covered, links to SMSC and British Values as well as examples of pupil work evidence in the lessons. The teachers know their pupils well and make referrals to Year Group Leaders should they need seek further support. The SENDCo knows all SEND pupils well and would access the IMatters SEND lessons should this be required by the teacher. The Safeguarding Lead is kept up to date with lesson content and would provide support where required.

MONITORING AND EVALUATION

Subject monitoring takes place on a cyclical basis when subject leads check that planning has been followed and annotated by teaching staff, that all lessons on the scheme of work are being taught, that SEND pupils are being supported, lessons evaluation sheets in the PSEH Floor book are fully completed and pupil's work is being

evidenced. Year Group Leaders are fed back to regarding provision including what is being delivered effectively and next steps. Staff are supported where necessary to achieve next steps.

CONFIDENTIALITY, HANDLING DISCLOSURES AND SAFEGUARDING PROCEDURES

The school protocol is that CPD is provided to all staff each year and teachers are aware of how to handle disclosures sensitively, how to gather information in the first instance, record on CPOMS and refer to the Safeguarding Lead who would in turn contact parents or seek the necessary support where required.

CHILD WITHDRAWAL

Please refer to the RHE policy regarding the child withdrawal procedure for specific RHE lessons.

GUIDANCE AND TRAINING FOR STAFF

Annual staff CPD takes place where lesson content, including RHE is shared. Staff are clear about teaching only that year group's content, how to show sensitivity around topics that they know a class child may have been through, how to use the Ask it Basket, Year Group Leaders discuss lesson content prior to teaching to ensure that teachers know the content and any misconceptions that may arise and they know how to record concerns on CPOMS and to discuss concerns with the Safeguarding Lead.

INVOLVING PARENTS/CARERS

We are committed to working with parents and careers through providing RHE workshops on an annual basis where parents are invited to view the RHE scheme of work and lesson resources and to share their views. SLT, the Safeguarding Lead, SENDCo and year group leaders are available to support parents where necessary including discussing any concerns and providing photocopies of teaching materials and schemes of work available so that they can support their pupils. Schemes of work are also shared on the school website. Further workshops and support are provided to parents that require further support through coffee mornings. The SENDCo and Safeguarding Lead as well as Year Group Leaders are also available to provide where needed.

PUPIL VOICE AND PUPIL NEED

We achieve pupil voice in Personal, Social, Health, and Economic (PSHE) education through several approaches that encourage pupils to actively participate in decision-making, give feedback, and take ownership of their learning. Here are some key strategies:

Consultation and Questionnaires: we conduct a pupil voice questionnaire with PSHE Ambassador focus groups to gather pupil opinions on various topics within the PSHE curriculum. These questionnaires ask pupils about how they know that they are learning well, if they have resources that are helpful and what aspects of their personal, social, or health development they want to explore further.

Pupil Representation: We have a system of appointing PSHE Ambassadors for Years 1 to 6 who support other pupils during PSHE lessons. These pupil representatives participate in meetings with the PSHE Lead to discuss what should be included in the curriculum and how it can be adapted to meet the needs of different groups of pupils. School Councillors regularly conduct questionnaires to establish pupil needs and then establish projects in order to improve the experience of pupils in school. schools establish student councils or committees where pupils represent their peers and provide feedback on PSHE content.

Active Participation: Pupils are often encouraged to actively engage in lessons through role-play, discussions, debates, and collaborative projects. This fosters a sense of ownership and helps pupils feel their perspectives are valued in the learning process.

Peer Teaching: PSHE Ambassadors work on a cyclical basis in order to deliver assemblies focussed around the Healthy Schools strands of mental health and wellbeing, social and emotional health, unintentional injury prevention, PSHE, healthy lifestyles.

Inclusive Curriculum Design: we work with pupils to ensure that the PSHE curriculum reflects their experiences, interests, and the issues that are most relevant to them, such as mental health, relationships, bullying, or diversity. This ensures the content resonates with the pupils.

Collaborative Learning Environments: our teachers create spaces where pupils feel comfortable discussing sensitive topics, providing a safe and supportive classroom environment. This can include group discussions, one-on-one conversations, and peer support groups.

LINKS TO OTHER SCHOOL POLICIES

PSHE

PSHE (Personal, Social, Health, and Economic education) plays a vital role for the personal development of our pupils and links to other areas of the curriculum in several ways. It provides a framework for developing key skills, knowledge, and values that support learning in other subjects. By linking PSHE to other subjects, we have created a more cohesive and meaningful learning experience, ensuring that pupils develop both academic knowledge and essential life skills.

PSHE is integrated with other parts of the curriculum as follows:

Science

Health and Hygiene: Topics like healthy eating, exercise, and personal hygiene in PSHE complement biology lessons on the human body, nutrition, and health.

Relationships and Growth: PSHE's focus on relationships and emotional well-being ties into science topics like life cycles and reproduction (e.g., relationships education in Key Stage 2).

English

Communication Skills: PSHE helps pupils develop skills in expressing feelings and discussing sensitive issues, which enhance speaking and listening activities in English.

Exploring Texts: Books and stories used in English lessons often explore themes like empathy, diversity, or morality, which align with PSHE topics.

Maths

Financial Literacy: PSHE's economic education component links with maths through activities like budgeting, understanding money, and solving real-world problems involving numbers.

Data Handling: Pupils may analyse data in maths that relate to health or social issues, such as graphs showing exercise habits or healthy eating statistics.

History

Social Justice and Citizenship: Learning about historical figures, events, and social movements in history connects with PSHE themes like democracy, tolerance, and human rights.

Cultural Understanding: Historical topics encourage respect for diversity, supporting PSHE's aim of fostering inclusion and mutual respect.

Geography

Sustainability and Global Citizenship: Geography lessons on climate change, resources, and global interdependence align with PSHE topics on responsibility and ethical choices.

Cultural Awareness: Geography helps pupils understand different cultures and traditions, tying into PSHE's focus on diversity and inclusion.

Physical Education (PE)

Health and Fitness: Both PSHE and PE emphasize the importance of physical activity for mental and physical well-being.

Teamwork and Sportsmanship: PSHE reinforces values like cooperation, resilience, and fairness, which are practiced in PE lessons.

Religious Education (RE)

Moral Values and Ethics: PSHE and RE overlap in exploring respect, empathy, and understanding of different beliefs.

Community and Relationships: Both subjects encourage discussions about relationships, personal values, and societal roles.

Art and Music

Self-Expression: Creative subjects provide opportunities for pupils to explore their feelings and identities, a central aim of PSHE.

Cultural Appreciation: Through art and music, pupils can celebrate diversity and learn about traditions from around the world.

Computing

Online Safety: PSHE lessons on cyberbullying, digital well-being, and responsible internet use align directly with computing topics.

Critical Thinking: Discussions about digital literacy and evaluating online information in PSHE reinforce computing skills.

RIGHT TO WITHDRAW

Parents/carers cannot withdraw their child from any part of the Relationships and Health Education aspects of the RHE curriculum in years 1-5. Parents/carers have the option to withdraw their child from two lessons within the year six curriculum (FGM and forced marriages). If parents/carers would like to withdraw their child from these lessons, parents/carers are to:

1. Inform the class teacher that they would like their child to be withdrawn and from which of the year six lessons.
2. The RHE lead is to contact parents/carers to arrange a meeting to discuss the RHE curriculum.
3. Parents/carers are to write a letter stating that they would like to withdraw their children from a lesson.
4. Deputy Headteacher is to confirm the lesson withdrawal has been registered with the school.

We will not be teaching pupils content beyond the science curriculum (please note the science curriculum in all maintained schools includes content on human development, which includes human reproduction). It is important for all children to be taught content on such essential matters like friendships and keeping safe.

POLICY DISSEMINATION

The school will ensure that this PSHE policy is effectively disseminated to all stakeholders, including staff, pupils, parents and carers, and governors. The policy will be made readily accessible via the school website and available in hard copy upon request. Key aspects of the policy will be shared with staff throughout training sessions and regular briefings to ensure consistent understanding and implementation. Pupils will be made aware of relevant elements through the curriculum and assemblies, in an age-appropriate manner. Parents and carers will be informed through newsletters, meetings coffee mornings and information sessions, providing opportunities for feedback and discussion. Governors will receive the policy as part of their oversight responsibilities and will be involved in its review. Through these measures, the school aims to promote transparency, engagement, and a shared commitment to high-quality PSHE provision.

EXTERNAL VISITOR GUIDANCE

Please refer to the Visitor Policy on the school website.