

Rishton Methodist Primary School

PSHE Policy 2024 - 2025



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on January 2026

Policy will be reviewed by January 2026

Created by Jayne Chambers, Subject leader

POLICY PRINCIPLES

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The flexibility of this non-statutory subject has enabled us as a school to build a tailored curriculum, to reflect the needs of our children and enable them to thrive in the ever changing world and the communities we live in. Our PSHE curriculum is built to equip pupils with a clear and progressive understanding of risk and the knowledge necessary to make safe and informed decisions. PSHE provides the children with the foundations for understanding mutual respect, building strong relationships, understanding differences, supporting others and upholds our Christian vision to enable children to be the best that they can be; both in school and in the wider community.

Curriculum Design and Delivery

PSHE is taught for one lesson each week and is mapped out progressively throughout the school. It is a spiral curriculum with knowledge and metacognition (retrieval practice) at the forefront. Each class is taught a whole school unified thematic unit of work which changes focus each half term; the knowledge of which spirals out from the starting point in the early years. These objectives are aligned to the expectations and needs of the year group. We follow the Jigsaw PSHE scheme of work throughout school, with the exception that in the Autumn 2 term all teachers teach a bespoke 'Keeping Safe' unit, designed by ourselves to reflect the needs of our children and local area.

Autumn 1	Being Me in My World	Building a learning charter across school to set expectations for the coming year
Autumn 2	Keeping Safe	Teaching children how to keep themselves safe around fire, water, roads and financial awareness.
Spring 1	Celebrating Differences	Understanding similarities and differences between each other, building respect for all and understanding bullying.
Spring 2	Healthy Me	How to keep our bodies and minds healthy with themes around making healthy food and exercise choices and understanding the impact of drugs (KS2) and ensuring online safety.
Summer 1	Relationships	Establishing healthy relationships; both in personal and online life. Understanding where to go for help if needed.
Summer 2	Changing Me	Understanding our bodies and how they change as we get older.

Each unit is launched with a knowledge organiser; providing an enquiry question and vocabulary which will be used in the unit. The knowledge organiser can be used as a useful assessment tool at the end of the unit, as well as to bridge back throughout the learning phase. Each lesson has a 'calm me' element built into it, providing children a time of mindfulness and reflection and tools to use in other learning situations. Our curriculum is enhanced through visits from organisers such as the NSPCC and Coram Life Education as well as, opportunities for children to join clubs such as School Council, Eco Club and the All You Can Team to support their personal development. Twice yearly, children also become young enterprisers and make and sell their own items at Christmas and Summer Fayres to develop their understanding around budgeting, financial matters and preparing them for life outside of school.

Assessment

At the end of each unit teachers will assess the outcomes of each child and update Sonar Tracker with their assessment data. In EYFS evidence and work is recorded in a 'floor book.' In all other year groups, children have an exercise book to record reflections and responses to taught lessons, as well as a place to store knowledge organisers and assessment pieces. PSHE is assessed through discussions and feedback and by children responding to the enquiry questions throughout the unit. Teachers provide in the moment feedback and due to the nature of the subject if any safeguarding concerns are noted, then the usual safeguarding procedure is followed. Teachers are aware that should, through teaching PSHE, any concerns about personal development or family support arise; our pastoral and family support team in the NEST are available for advice and further guidance. Misconceptions should be addressed by the teacher in the first instance, as a person most familiar to the child.

During each individual lesson, teachers will use the school's marking policy to assess students' progress against the lessons objectives. By the end of the lesson, staff are expected to know whether students have achieved the objective and teaching in the next lesson will be adapted if needed to ensure that understanding is complete, and any misconceptions have been addressed.

Monitoring and Reporting

Progress is monitored through informal discussions with children and observations of interactions around school. Periodically, the subject leaders will perform lesson walk throughs and have informal book looks to ensure that knowledge organisers are being used effectively.

Parents are provided with a link to the online learning tools for each half term and have been consulted regarding sexual health teaching. The Governing body have agreed the scheme of work, aligned to our Christian ethos and parents are notified of their right to withdraw their child from the non-statutory elements of our teaching. These are only present in the Year Six Curriculum and the following lessons are detailed below.

Age 10-11 Year 6	Piece (lesson 2) Puberty	2	<ul style="list-style-type: none"> • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty
	Piece (lesson 3) Babies Conception to Birth	3 -	<ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby
	Piece (lesson 4) Attraction	4	<ul style="list-style-type: none"> • I understand how being physically attracted to someone changes the nature of the relationship • I can express how they feel about the growing independence of becoming a teenager.