



St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John 13:34.
Therefore, by faith and work, be the change you want to see.
With God, all things are possible.



Personal, Social, Health and Economic (PSHE) Education Policy

Supporting Personal Development through our Christian Vision

Miss Sharon Hannah

Version	Date	Action	Review Date
Version 1	Feb 2023	Version 1 Adopted by FGB	Feb 2024
Version 2	March 2024	Version 2 Adopted by FGB	March 2025
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Vision

Inspired by the teachings of Jesus and our core values of Truth, Fairness, Justice and Joy, we believe every child is uniquely created in the image of God and deserves to flourish academically, socially, emotionally, morally and spiritually.

Our vision shapes our relationships, curriculum and decision-making, ensuring that every member of our school community is known, valued and supported. Through PSHE education, we seek to develop compassionate, resilient and confident young people who understand their own worth, respect the dignity of others and are equipped to make positive choices throughout their lives.

As recognised in our SIAMS inspection, our Christian vision is lived out daily through a culture of inclusion, care and aspiration, where every child is encouraged to flourish and become a positive influence within their family, community and the wider world.

Rationale

At St Margaret's, we believe that Personal, Social, Health and Economic (PSHE) education is fundamental to children's personal development, wellbeing and future success. It equips pupils with the knowledge, skills and attributes they need to stay safe, build positive relationships, manage their physical and emotional health and become responsible, active citizens.

Our PSHE curriculum has been carefully designed to reflect the unique context of our school and community. As a two-form entry Church of England primary school in Anfield, Liverpool, we serve an area of significant social and economic deprivation. We have high levels of SEND, English as an Additional Language (EAL) and pupil mobility, and recognise that many of our children experience social, emotional and economic challenges. These factors directly influence our curriculum design and ensure that our provision is responsive to the needs of our pupils.

PSHE is a key element of our safeguarding culture. We recognise that high-quality PSHE education plays a vital role in preventative safeguarding by helping children develop protective knowledge, emotional literacy, resilience and the confidence to recognise risk, seek support and make informed decisions. Our curriculum enables pupils to understand healthy relationships, recognise unsafe situations, stay safe online and offline, respect themselves and others and know where to access help when they need it. These principles



reflect the expectations of Keeping Children Safe in Education and the Department for Education's statutory guidance for Relationships Education and Health Education.

Our curriculum is delivered through the Kapow Primary PSHE scheme, which provides a carefully sequenced programme of learning that meets statutory requirements while allowing flexibility to respond to local priorities. We further enrich the curriculum through local initiatives, including Liverpool Smoke Free Homes in Key Stage Two, alongside opportunities that reflect pupil voice, current safeguarding priorities and the needs of our community.

At St Margaret's, PSHE extends beyond discrete lessons. It is embedded throughout school life through collective worship, positive relationships, pastoral care, behaviour, enrichment opportunities and the wider curriculum. This whole-school approach ensures that children experience consistent messages about respect, responsibility, inclusion and wellbeing, enabling them to flourish both now and in the future.

We want every pupil to leave St Margaret's as a confident, respectful and compassionate individual who is well prepared for the opportunities, responsibilities and challenges of life in modern Britain. Through our Christian vision, we aspire to develop young people who not only achieve academically but who also have the courage, character and integrity to "Be the change they want to see."

Aims

At St Margaret's Anfield Church of England Primary School, our PSHE curriculum aims to develop confident, compassionate and responsible individuals who are equipped with the knowledge, skills and values they need to flourish both now and in later life.

Through high-quality PSHE education, we aim to:

- promote pupils' physical, emotional, social and mental wellbeing;
- develop pupils' self-awareness, self-esteem, resilience and emotional literacy;
- enable children to build positive, respectful and healthy relationships;
- teach pupils how to recognise and manage risk, both online and offline;
- equip children with the knowledge and confidence to seek help when they need it;
- foster respect for diversity and promote equality, inclusion and dignity for all;
- encourage pupils to understand their rights and responsibilities as members of the school, local community and wider society;



- develop financial awareness and prepare pupils to make informed choices about money and economic wellbeing;
- encourage pupils to take increasing responsibility for their own health, wellbeing and behaviour;
- prepare children for the opportunities, responsibilities and experiences of life in modern Britain;
- promote the school's Christian values of Truth, Fairness, Justice and Joy, encouraging pupils to make positive contributions to their communities.

As a Church of England school, we recognise that every child is uniquely valued by God. Our PSHE curriculum therefore seeks to develop not only knowledge and understanding, but also character, compassion and integrity. We encourage pupils to show courage, kindness and respect in their daily lives and to become active citizens who positively influence the world around them.

Our curriculum is designed to be inclusive, ambitious and accessible for every learner. We recognise that pupils arrive at school with different experiences, backgrounds and needs, and we are committed to ensuring that every child can access, participate in and succeed in PSHE through high-quality teaching and appropriate support.

Above all, we aim to provide pupils with the confidence, knowledge and values to make informed decisions, build healthy relationships and lead safe, happy and fulfilling lives.

Curriculum Intent

Our PSHE curriculum is carefully designed to meet the needs of our pupils, our community and the statutory expectations for primary education. It is underpinned by our Christian vision and informed by safeguarding, pupil voice and an understanding of the challenges and opportunities within our local context.

We recognise that PSHE is more than a subject; it is central to pupils' personal development and plays a vital role in helping children become healthy, safe, responsible and active members of society.

Our curriculum is intended to:

- provide a broad, balanced and progressive PSHE education for every pupil;
- develop knowledge alongside the personal and social skills needed to apply learning in real-life situations;
- promote positive mental health, resilience and emotional wellbeing;
- support children to understand and maintain healthy relationships;
- prepare pupils to manage risk and make informed decisions;
- develop children's understanding of equality, diversity and inclusion;
- encourage aspiration, independence and responsible citizenship.

We believe that PSHE should be preventative rather than reactive. Learning is carefully sequenced so that pupils develop the knowledge and skills they need before they encounter increasingly complex situations in later life. This enables children to build confidence gradually, revisit important concepts and deepen their understanding over time.

Curriculum Implementation

PSHE is taught through the Kapow Primary PSHE scheme, which provides a well-sequenced and progressive curriculum from Year 1 to Year 6. In the Early Years, Personal, Social and Emotional Development (PSED) provides the foundations for later PSHE learning and is delivered through the EYFS Framework.

Whilst Kapow forms the core of our curriculum, learning is adapted to reflect the needs of our pupils and community. Teachers respond to emerging safeguarding priorities, local issues and pupil voice to ensure learning remains relevant, meaningful and engaging. Additional learning opportunities, including the Liverpool Smoke Free Homes programme in Key Stage Two, further enhance pupils' understanding of healthy lifestyles and informed decision-making.

PSHE is taught through discrete lessons and reinforced across school life through collective worship, assemblies, enrichment activities, educational visits, pupil leadership opportunities and everyday interactions. This whole-school approach ensures that pupils experience consistent messages and are supported to apply their learning in a range of contexts.

Curriculum Impact

The impact of our PSHE curriculum is seen in pupils who demonstrate increasing confidence, resilience, empathy and independence. Children develop the knowledge, vocabulary and skills needed to make informed decisions, build positive relationships and contribute positively to their communities.

We evaluate the effectiveness of our curriculum through:

- teacher assessment;
- pupil voice;
- learning walks and lesson observations;
- monitoring of planning and curriculum delivery;
- discussions with pupils and staff;
- behaviour, attendance and safeguarding information where appropriate.

The Subject Leader uses this information to evaluate the quality of provision, identify priorities for improvement and ensure that the curriculum continues to meet the needs of our pupils.

By the time pupils leave St Margaret's, they will have developed the knowledge, understanding and personal qualities needed to flourish as individuals and to approach the next stage of their education with confidence.

Curriculum Content and Teaching

Our PSHE curriculum provides pupils with the knowledge, understanding, skills and attributes they need to lead healthy, safe and fulfilling lives. Learning is carefully sequenced to build progressively from the Early Years to Year 6, enabling pupils to revisit key concepts and deepen their understanding as they mature.

Teaching is based on the Kapow Primary PSHE scheme of work, which is adapted where necessary to reflect the needs of our pupils and the context of our school. This ensures that learning is relevant, meaningful and responsive to local and national priorities.

Our curriculum includes learning about:

- physical and mental health;

- emotional wellbeing and resilience;
- healthy lifestyles;
- relationships and friendships;
- personal safety and safeguarding;
- online safety and digital citizenship;
- economic wellbeing and financial education;
- citizenship and life in modern Britain;
- diversity, equality and inclusion;
- aspirations and future opportunities.

Additional learning opportunities, including the Liverpool Smoke Free Homes programme in Key Stage Two, further strengthen pupils' understanding of healthy choices and substance education.

PSHE is delivered through planned lessons but is also embedded throughout school life. Opportunities to reinforce learning arise through collective worship, assemblies, behaviour and relationships, educational visits, pupil leadership, enrichment activities and the wider curriculum.

Teachers create classrooms where pupils feel safe, respected and valued. Ground rules are established to encourage thoughtful discussion, respectful listening and appropriate questioning. Sensitive issues are taught in an age-appropriate, factual and inclusive manner, recognising that children may have different experiences, beliefs and family backgrounds.

Safeguarding and Inclusion

Safeguarding is at the heart of our PSHE curriculum. We recognise that high-quality PSHE education is one of the most effective ways of helping children stay safe and develop the knowledge, confidence and resilience needed to make informed decisions.

Learning supports pupils to:

- recognise healthy and unhealthy behaviours and relationships;
- understand personal boundaries;
- identify trusted adults and know how to seek help;
- recognise risks both online and offline;
- understand the importance of respect, consent and kindness in an age-appropriate way;
- develop the confidence to speak out if something feels unsafe or worrying.



PSHE contributes directly to our whole-school safeguarding culture and complements the school's Child Protection Policy, Behaviour and Relationships Policy, Online Safety Policy and Relationships and Sex Education Policy.

Our curriculum also promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance, alongside our Christian values of Truth, Fairness, Justice and Joy. Pupils are encouraged to appreciate diversity, challenge prejudice and understand that everyone should be treated with dignity and respect.

We are committed to ensuring that every pupil can access and succeed within the PSHE curriculum. Learning is adapted to meet individual needs through high-quality adaptive teaching, appropriate scaffolding, pre-teaching of vocabulary, visual supports, practical activities and additional adult support where required. Teachers take account of pupils' age, stage of development, SEND, language needs and prior experiences to ensure learning remains accessible and ambitious for all.

Assessment

Assessment in PSHE is formative and supports pupils' ongoing development rather than measuring attainment against fixed levels.

Teachers assess learning through:

- discussion and questioning;
- observation of learning;
- pupil reflection;
- retrieval activities;
- quizzes where appropriate;
- recorded work;
- pupil voice.

Assessment focuses on pupils' understanding, application of knowledge and development of key skills rather than their personal beliefs, values or experiences.

Information gathered through assessment is used to inform future teaching, identify misconceptions and ensure that pupils make progress through the curriculum.

Roles and Responsibilities

The Governing Body

The Governing Body has overall responsibility for ensuring that the statutory requirements for PSHE education are met. Governors will:

- approve and review this policy in line with the school's review cycle;
- ensure that the PSHE curriculum reflects statutory guidance and the school's Christian vision;
- monitor the effectiveness of PSHE through reports from the Headteacher and Subject Leader;
- provide appropriate challenge and support to ensure high standards of provision;
- ensure sufficient time, staffing and resources are allocated to the subject.

The Headteacher

The Headteacher is responsible for ensuring that:

- PSHE has an appropriate profile within the curriculum;
- statutory requirements are met;
- staff receive appropriate training and support;
- the curriculum reflects the needs of the school community;
- safeguarding remains central to PSHE provision;
- the Subject Leader is supported in monitoring and developing the subject.

The PSHE Subject Leader

The PSHE Subject Leader is responsible for leading and developing the subject across the school. This includes:

- developing and reviewing the PSHE curriculum;
- ensuring progression in knowledge and skills from EYFS to Year 6;
- monitoring teaching and learning through lesson visits, planning scrutiny, work scrutiny and pupil voice;
- supporting colleagues with planning, subject knowledge and resources;
- identifying priorities for improvement through self-evaluation and action planning;
- monitoring the impact of the curriculum on pupils' personal development;
- leading professional development where appropriate;
- keeping up to date with national guidance and local priorities;
- working alongside senior leaders and governors to maintain high-quality provision.

Teachers

Teachers are responsible for:

- delivering high-quality PSHE lessons in line with the school's curriculum;
- creating a safe, inclusive and respectful learning environment;
- adapting teaching to meet the needs of all learners;
- establishing clear ground rules for discussion;



- responding appropriately to safeguarding concerns in accordance with school procedures;
- assessing pupils' learning and using this information to inform future teaching;
- modelling the values and behaviours promoted through the curriculum.

Monitoring, Evaluation and Quality Assurance

The quality of PSHE education is monitored as part of the school's ongoing cycle of curriculum evaluation.

The Subject Leader works alongside senior leaders to evaluate the effectiveness of the curriculum through:

- lesson observations and learning walks;
- planning scrutiny;
- work scrutiny, where appropriate;
- pupil voice;
- staff voice;
- assessment information;
- curriculum audits;
- monitoring of safeguarding, behaviour and attendance trends where appropriate;
- review of curriculum resources and statutory guidance.

Monitoring activities are used to celebrate strengths, identify priorities for development and inform the annual subject action plan. Findings are shared with senior leaders and governors through regular curriculum reports.

The curriculum is reviewed annually to ensure that it:

- reflects statutory requirements;
- responds to emerging safeguarding priorities;
- remains appropriate to the needs of our pupils and community;
- continues to provide a broad, balanced and ambitious PSHE education.

Parent Partnership

We recognise that parents and carers are children's first educators and value the important role they play in supporting their child's personal development.

We are committed to developing positive partnerships with families by:

- providing information about our PSHE curriculum through the school website and curriculum overviews;
- sharing the aims and content of the curriculum with parents;
- responding openly to questions and feedback;
- making teaching resources available for parents to view on request where appropriate;
- working together to promote children's wellbeing, safety and healthy development.

Where aspects of learning are covered within the school's separate Relationships and Sex Education (RSE) Policy, parents will be consulted in accordance with statutory guidance and informed of their rights relating to non-statutory sex education.

Legal Framework and Linked Policies

This policy should be read alongside the school's:

- Relationships and Sex Education (RSE) Policy;
- Child Protection and Safeguarding Policy;
- Behaviour and Relationships Policy;
- Online Safety Policy;
- Equality Information and Objectives;
- SEND Policy;
- EAL Policy;
- SMSC Policy;
- British Values Policy.

This policy has been developed with regard to current legislation and Department for Education guidance relating to PSHE, Relationships Education, Health Education, safeguarding and equality.

Policy Review

This policy will be reviewed annually by the PSHE Subject Leader in consultation with the Headteacher and Governing Body, or sooner if changes in legislation or statutory guidance require it.

The review process will consider:

- statutory updates;
- curriculum developments;

- monitoring and evaluation findings;
- pupil, parent and staff feedback;
- local safeguarding priorities;
- the changing needs of the school community.