



Cultivating Respect, Persevering, and Learning with Courage

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



Context

At St Michael's, we are committed to providing a curriculum that is broad, balanced, and inclusive, meeting the needs of all pupils.

Our PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils,
- Prepares children for the opportunities, responsibilities, and experiences of later life,
- Embeds our Christian ethos of love, respect, and compassion within all aspects of learning.

Our Approach to PSHE

At St Michael's CE Primary School, PSHE is taught as a whole-school approach, supporting children's growth as individuals and as members of society. We believe that developing pupils' personal and social skills directly supports their capacity to learn and thrive.

We use the **Jigsaw PSHE Programme** as our core resource. This provides a well-structured, progressive scheme of work that brings consistency across the school and ensures statutory requirements are met. It also reflects our Christian ethos by encouraging respect for self and others, the celebration of diversity, and the building of positive relationships.

PSHE at St Michael's supports:

- Ofsted's Personal Development and Behaviour & Attitudes criteria,
- Our safeguarding duties,
- The promotion of **British Values** and **Spiritual, Moral, Social, and Cultural (SMSC) development**,
- The flourishing of children's mental health and wellbeing.

Statutory Relationships and Health Education

Our PSHE curriculum integrates these statutory requirements within the Jigsaw scheme, ensuring that children learn age-appropriate knowledge and skills around:

- Families and people who care for me
- Friendships and respectful relationships
- Online relationships and keeping safe
- Mental wellbeing and physical health
- Healthy lifestyles, prevention, and first aid
- Puberty and the changing body

The full curriculum map can be viewed on our school website.

Curriculum Structure

PSHE is taught through six half-termly units, called "Puzzles":

1. **Being Me in My World** – identity, belonging, and responsibilities
2. **Celebrating Difference** – diversity, inclusion, and anti-bullying
3. **Dreams and Goals** – aspirations and resilience
4. **Healthy Me** – physical and mental health, lifestyle choices
5. **Relationships** – friendships, families, communication, loss and bereavement
6. **Changing Me** – puberty, growing up, and (where appropriate) human reproduction



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Each year group revisits these themes in a spiral curriculum, with learning deepening and broadening as children progress. Lessons are usually taught weekly (approx. 45 minutes) and are reinforced through collective worship, our behaviour policy, and daily interactions across school life.

Sex Education

The DfE recommends that all primary schools provide a programme of sex education. At St Michael's, we define this as learning about **human reproduction**. We believe pupils should understand these facts before they leave primary school and therefore include age-appropriate lessons on conception and birth within the "Changing Me" unit in Years 4–6.

- **Puberty** is taught as part of statutory Health Education.
- **Human reproduction** is taught as part of PSHE. Parents are informed in advance and have the right to withdraw their child from these specific lessons.

Equality and Inclusion

At St Michael's, we are committed to ensuring all pupils feel valued, respected, and included. In line with the **Equality Act 2010**, our PSHE curriculum promotes respect for diversity, including different family structures and LGBTQ+ representation, always taught sensitively and within the framework of our Christian ethos.

We recognise that some aspects of Relationships and Health Education may raise tensions with personal or religious beliefs. We seek to approach all teaching with openness, compassion, and respect, creating space for children to explore and ask questions in a safe environment.

Monitoring and Review

- The **Governing Body** reviews this policy annually, or sooner if statutory changes are introduced.
- Pupil voice and staff feedback inform ongoing development.
- The impact of PSHE is monitored through lesson observations, discussions with children, and tracking of wellbeing outcomes.