



**THORPE**  
PRIMARY ACADEMY  
One Community, Growing Together

# PSHCE Version 1.1



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# 1. Statement

## 1.1 Context

This policy supports a whole-school approach to PSHE and Citizenship (PSHCE) through Cambridgeshire PSHE Service, embedding it across the curriculum and the wider life of the school community. It reflects current statutory guidance, government updates, and the non-statutory framework that guides PSHE. This includes My Happy Mind, which supports mental health and wellbeing through evidence-based strategies. Alongside this, our PSHCE curriculum includes topics from Votes for School as it helps our pupils understand democracy, fairness, and how to express their opinions respectfully. It aims to encourage active participation in the school community and prepares pupils for life in modern Britain.

## 1.2 Statutory Status of Relationships Education and Health Education

Since September 2020, all primary schools in England are required to teach Relationships Education and Health Education. These statutory subjects are delivered as part of a broader PSHCE curriculum. This incorporates social, emotional, mental health, citizenship, financial capability, and wellbeing education.

## 1.3 Wider Context

Our approach and provision to teaching PSHCE supports statutory duties under:

- Keeping Children Safe in Education (2025)
- Equality Act (2010)
- SEND Code of Practice (2015)
- Promoting fundamental British values as part of SMSC in schools (2014)
- It also ensures compliance with Ofsted inspection criteria for Behaviour and Attitudes and Personal Development.

## 1.4 Duty to Promote Wellbeing

Under the Education and Inspections Act 2006 and Children Act 2004, schools must promote pupils' wellbeing alongside academic achievement. PSHCE supports our pupils' personal development, resilience, and mental health. This aligns with the My Happy Mind framework to develop self-awareness, emotional regulation, and a growth mindset.

## 1.5 National Curriculum

The National Curriculum 2013 requires all schools provide a broad and balanced curriculum, aiming to promote spiritual, moral, cultural, mental, and physical development of pupils. This prepares them for opportunities, responsibilities, and experiences in later life.

## 1.6 Our beliefs about PSHCE

At Thorpe Primary Academy, we believe PSHCE enhances the health, wellbeing, and social development of children, families, and the whole school community. Our PSHCE curriculum helps pupils to:

- Build knowledge, understanding, skills, and attitudes for healthy, confident, independent lives.
- Develop resilience and relationship skills, reinforced through the school environment
- Integrates social, emotional, and mental health wellbeing, with My Happy Mind supporting practical wellbeing strategies in everyday school life.

## 1.7 Defining PSHCE

PSHCE is an umbrella term which encompasses all learning and practice associated with wellbeing, health, and citizenship.

- Statutory elements: Relationships Education and Health Education (from September 2020).
- Non-Statutory but important areas: Road Safety, Financial Education, Digital Wellbeing.
- Teaching is integrated across various topics.

## 1.8 Intent of our PSHCE Curriculum

At Thorpe Primary Academy, we aim to:

- Enhance communication, empathy, and healthy relationships.
- Develop resilience, self-esteem, self-efficacy, and aspiration.
- Provide accurate knowledge to support pupils' personal wellbeing and health.
- Equip pupils with skills to live a healthy, safe, balanced, and responsible life.
- Promote emotional wellbeing through My Happy Mind, teaching mindful practices, positive thinking, and growth mindset.

## 2. Implementing Policy

### 2.1 School Aims and Values

This PSHCE policy is set within the wider context of the school's aims and values. Our school aims underpin all our work. They were formulated through discussion with children, staff, and governors and are reviewed on a four yearly cycle.

- Enable pupils to achieve their full potential.
- Nurture responsible, caring for members of the community.
- Partner with families and the wider community.
- Provide an engaging curriculum, within a stimulating environment.
- Deliver teaching through high quality training and support.

### 2.2 Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure there is consistency and quality in our approach to all aspects of PSHCE in our school. The policy ensure:

- Clear understanding of PSHCE within our school.
- Consistency in planning and delivery.
- Staff are equipped with knowledge, understanding, and skills.
- Parents' engagements to support learning and wellbeing.
- Ensure pupils receive a progressive entitlement curriculum and high-quality experience of teaching and learning.
- Support children's involvement in reviewing and developing work related to PSHCE.
- Enable the assessment of children's learning in line with local and national guidance
- Provide guidance about the criteria for selecting and using high quality resources
- Provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE
- Support the PSHCE coordinator in monitoring, reviewing, and developing practices.

### 2.3 Implementing our PSHCE Curriculum

Our PSHCE includes teaching and learning within the following strands and themes:

- Myself and My Relationships: Emotions, Belonging, Anti-Bullying, Family and

Friends, Managing Change. My Happy Mind integrates modules for emotional literacy, gratitude, and mindfulness.

- Healthy and Safer Lifestyles: Personal Safety, Digital Lifestyles, Relationships and Sex Education, Drug Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).
- Citizenship: Diversity and Communities, Rights, Rules, and Responsibilities and Working Together.
- Economic Wellbeing: Financial Capability.

## 2.4 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, including gender, culture, ability, and aptitude. Our approaches to teaching and learning consider the ability, age, readiness, and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum, as well as:

- Promote equality, diversity, and inclusion for all pupils.
- Tailored approaches SEND learners.
- Proactively teach empathy, acceptance, and respect for diversity.
- Comply with the Equality Act 2010 to reflect Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) in our curriculum content, through Votes for Schools topics.

In relation to ethnicity, religion, and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

## 2.5 Confidentiality and Safeguarding

The delivery of high-quality PSHCE supports us in delivering our statutory duties to safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships, and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

- Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE.
- Staff will use distancing techniques such as puppets, case studies, and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.
- Adults will ensure that children understand what adults (and their peers) may

and may not keep confidential.

- If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## 3. Involving the Whole School Community

### 3.1 Working with Staff

Support and training will be made available to all staff as appropriate; this includes:

- Allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used and the delivery of My Happy Mind strategies.
- Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.
- Staff members are informed about the location and content of policies that apply throughout the school.

The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHCE, which may include ensuring appropriate training opportunities.

### 3.2 Engaging with Pupils

At Thorpe we believe PSHCE must be effective in order to meet the needs of pupils. We recognise that when pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes through:

- Involving pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- Seeking opportunities to discuss children's views about the content of their PSHCE
- lessons within our planned themes.
- Engaging children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.

- Utilising and engaging through school council, assemblies, Happiness Heroes, and whole-school initiatives.

### 3.3 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- Informing parents/carers by letter/email/year overviews and on the website of forthcoming PSHCE topics for each year group and their content
- Clear communication about statutory RSE teaching.
- Informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletters e.g., road safety tips, information about anti-bullying, healthy eating tips and the My Happy Mind Parent App, which is available and free to all parents.
- Providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children.

Parents and carers will be given access to this policy on request, and it is available on the school website.

### 3.4 Working with External Agencies and the Wider Community

Where appropriate, we arrange visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum: for example, relationship skills; group work skills; communication skills; healthy lifestyles; managing risk and safety.

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practice active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- charity fundraising (e.g., links with the local food bank, supporting events such as Comic Relief and Children in Need)
- School Clubs

- Citizenship Visits (e.g., a trip to the courts of justice)
- Links with local services (e.g., visits from the Police Community Support Officer)

## 4. Curriculum

### 4.1 Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practice applying and embedding new knowledge so that it can be used
- 'confidently and skillfully in real life situations.'
- Timetabled lessons, cross-curricular links, enrichment days, visitors, assemblies.
- My Happy Mind provides structured lessons on mental health, emotional regulation, resilience, and positive relationships.
- PSHCE is taught through a progressive, spiral curriculum.
- Assemblies on school values.
- Enrichments days/weeks; Anti-bullying week, First Aid week, NSPCC Pants, NSPCC Speak Out Stay Safe.

We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

### 4.2 Teaching Methodologies

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHCE curriculum.

- Active, interactive approaches: circle time, discussions, role-play, puppets, storybooks, and technology.

Ground rules and safe spaces encourage open dialogue to ensure that every pupil feels safe and is able to learn in a supportive and caring environment.

- When spontaneous discussion arises, it will be guided in a way that reflects the stated school's aims and curriculum content for PSHCE. If a member of staff is

uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader.

- Sensitive questions guided appropriately; DSL involvement if safeguarding issues arise.

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask. When spontaneous discussion arises, it will be guided in a way that reflects the stated school's aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Many of the methodologies we use in PSHCE are employed in other areas of the curriculum to further develop communication, group work, and debating skills.

Further information about how we will answer questions about aspects of PSHCE such as RSE can be found in the relevant policy.

#### 4.3 Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE. We also use resources from the NSPCC, My Happy Mind and Votes for School.

We ensure resources are carefully evaluated for appropriateness and inclusivity focusing on the needs of the children and planned learning objectives. When PSHCE-related resources are being used within other subject areas, the same criteria are applied. This also applies to online resources, such as the use of websites and presentations. We use children's books, both fiction and non-fiction, within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. Teachers also consider the needs and circumstances of individual children in the class when reading texts.

The key texts we use are chosen from those listed within the Cambridgeshire PDP Units of Work.

#### 4.4 Assessment, Recording, Reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum.

- Learning objectives are explained to pupils.
- Individual class floor books document learning from every lesson.
- Early Years: assess Personal, Social and Emotional development.
- Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards, or working at greater depth.

We report to parents/carers at the end of the school year on children's effort within their PSHCE lessons, and any relevant comments may be added to their personal comment in their report in Years 1 to 6. In the Early Years, the parents will be told if their child is emerging or expected in the 3 strands of Personal, Social and Emotional Development in line with the end of Foundation Stage expectation.

## 5. Monitoring the Impact

### 5.1 The Process for Development and Review

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research, or observation) is in place.
- Pupils are receiving an entitlement curriculum for PSHCE in line with statutory requirements and the Cambridgeshire Personal Development Programme, My Happy Mind and Votes for School.
- There are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- Policy and practice are reviewed regularly and involve staff, governors and, where appropriate, children.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHCE, for example, through parent/carer information sessions.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Our website reflects our provisions in PSHCE.

The PSHCE leader is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

## 5.2 Location and Dissemination

This policy document is freely available on request to the entire school community. A copy of the policy can be found on the school website.

## 6. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.1			December 2025