St Margaret Mary's School

PSHE Policy

Personal, Social, Health and Economic Education

Including Relationships and Health Education (RHE)

Life to the Full Plus | 2026–2027

Mission Statement

"In St Margaret Mary's School
we welcome everyone into our community
in order to live, love and learn
together in the light and example of the life of Christ."

Co-ordinator: Mr Mulligan

Revised: September 2026 | Review due: July 2027

Status: Revised draft for school approval

Approved by: _____ Date: _____

Rationale

At St Margaret Mary's School, high-quality PSHE helps children develop the knowledge, understanding, values and skills they need to reach their potential as individuals and members of the community. Our Catholic ethos affirms the dignity and worth of every person, created and loved by God. Children learn to care for themselves and others, make responsible choices and contribute to the common good.

Pupils take part in experiences across and beyond the curriculum, reflect on their personal and social development, and explore the spiritual, moral, social, vocational and cultural questions that arise as they grow. PSHE supports their wellbeing, confidence, relationships and readiness for the next stage of education.

Aims

- Develop accurate knowledge and the confidence to apply it to everyday situations.
- Build self-worth, emotional awareness, resilience and healthy relationships.
- Help pupils recognise risk, make safe choices and seek help, including online.
- Develop respect for others, challenge prejudice and bullying, and understand rights and responsibilities.
- Prepare pupils for wider life through learning about money, work, aspirations and community participation.
- Promote Gospel values and fundamental British values: democracy, the rule of law, individual liberty, mutual respect and tolerance.

Implementation of the Policy

From September 2026, the school uses Ten Ten Resources' Life to the Full Plus as its integrated programme for PSHE and RHE. This brings together the Life to the Full Relationships and Health Education programme and the additional Plus PSHE content. Jigsaw is no longer the school's PSHE scheme; staff follow one coordinated Ten Ten curriculum rather than two parallel programmes.

Discrete lessons follow the school's agreed long-term curriculum map. Teachers use the current programme resources, planned additional PSHE sessions and selected Classroom Shorts (CS) to teach, revisit and apply learning. Assemblies, prayer, school responsibilities and cross-curricular work reinforce, but do not replace, planned lessons.

The school has regard to the DfE statutory guidance in force from 1 September 2026. Relationships Education and Health Education are statutory in primary schools. The subject leader checks the taught curriculum against current requirements and addresses any gaps; adopting a scheme alone does not establish full coverage.

Curriculum reference: Ten Ten: Life to the Full Plus

St Margaret Mary's School Approach to PSHE

Learning is progressive across EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The Life to the Full framework revisits three modules: Created and Loved by God; Created to Love Others; and Created to Live in Community. The Plus content broadens learning about matters such as money, work, rights, responsibilities and transitions.

The curriculum addresses health and wellbeing, relationships and living in the wider world. Teachers follow the allocated year-group sequence, including Plus sessions. The subject leader checks progression to prevent unnecessary repetition or missed learning.

Early Years Foundation Stage

Teaching supports Personal, Social and Emotional Development through stories, play, routines and guided discussion. Children practise naming feelings, managing simple needs, sharing, building friendships, respecting others and asking trusted adults for help. Adults model care, kindness and appropriate boundaries.

Key Stage 1

Children learn to describe feelings, recognise their strengths and make simple healthy choices. They develop friendships, cooperate, understand that families may differ, recognise bullying and identify trusted adults. They practise personal safety, age-appropriate online safety, caring for their bodies and making simple choices about needs, wants and money.

Key Stage 2

Children deepen their understanding of wellbeing, respectful relationships, personal boundaries and responsibility. They practise responding to peer pressure, bullying and online risks, seeking support and preparing for change. Wider-world learning covers saving and spending, aspirations, jobs, fairness and community participation. Relevant health and science learning includes preparation for puberty.

Teaching and learning

Teachers select discussion, drama, stories, reflection, practical tasks and written or creative responses to suit the learning objective. They explain key vocabulary, revisit prior learning and use realistic scenarios to help pupils apply ideas. Questions and pupil feedback inform subsequent teaching.

Staff preview resources and adapt access and pace while preserving intended learning. Changes to agreed content, particularly sensitive material, are discussed with subject and senior leaders. Visitors work under school supervision; teaching remains the school's responsibility.

SMSVC development

PSHE supports spiritual, moral, social, vocational and cultural development through reflection, service and informed choices. Links with RE, Computing, Science and PE retain clear subject objectives. Pupils put Gospel values into action in their relationships and school life.

Assessment and Evidence

Assessment focuses on what pupils know, understand and can apply. Teachers use discussion, observation, questioning, scenarios, reflection and selected work to identify starting points, check understanding and plan next steps. Pupils are not assessed on personal disclosures, family circumstances or the strength of their religious belief.

Judgements draw on a range of evidence and identify misconceptions or areas that need revisiting. The subject leader reviews patterns and supports consistent assessment across phases.

Class evidence 'big books' remain useful ways to capture learning. Evidence may include annotated group work, brief pupil comments and selected individual responses. A written product is not required from every child in every lesson; the priority is meaningful learning and sufficient evidence of individual understanding.

Digital evidence is stored only on approved school systems and devices in accordance with school data-protection and photography arrangements. Sensitive disclosures and safeguarding records are not placed in class evidence books, displays or general curriculum portfolios.

Differentiation and Challenge

High-quality teaching enables all children to access the curriculum and develop progressively deeper understanding. Teachers adapt language, resources, grouping and response methods, drawing on assessment and knowledge of pupils. Learning is not limited by a child's confidence in writing or speaking in a large group.

Pupils ready for greater challenge explore more complex scenarios, justify choices, evaluate consequences and consider different perspectives. Challenge develops depth of reasoning and application rather than introducing content intended for older pupils.

SEND and Inclusion

Support reflects pupils' Individual Provision Maps and the school's SEND policy. Staff work with the SENCO where needed and use visual prompts, pre-teaching, repetition, accessible vocabulary and supported communication. Planning takes account of developmental understanding and vulnerability, ensuring pupils can recognise unsafe situations and communicate a need for help.

Equal Opportunities

All pupils are entitled to an accessible, respectful PSHE curriculum. Teaching reflects the school's Catholic character and commitment to equality, avoids stereotypes, and recognises the diversity of pupils' families, cultures, backgrounds and abilities. No child should feel stigmatised because of their circumstances. Staff challenge discriminatory language, prejudice and bullying and model respect for every person.

Safe Discussion and Safeguarding

Teachers establish clear discussion ground rules: listen respectfully, avoid naming people in personal examples and do not pressure anyone to share private experiences. Pupils may pass on personal discussion and use a private or anonymous question route. Staff use fictional scenarios where appropriate and respond to questions calmly, accurately and at a suitable level.

Staff do not promise confidentiality. Any disclosure or concern is recorded and reported promptly through the school's safeguarding procedures to the designated safeguarding lead or deputy. Immediate risk is acted on without delay. Lessons make clear that abuse is never a child's fault and that pupils can keep asking for help until they are heard.

Partnership with Parents and Carers

Parents and carers are important partners in children's formation. The school explains the Life to the Full Plus curriculum, shares planned learning and provides access to relevant teaching materials, including through Ten Ten's parent resources where available. Questions and concerns are discussed respectfully with the class teacher or subject leader. Significant changes are communicated and consulted on through the school's agreed process.

RHE, sex education and withdrawal

The school's agreed position is not to provide additional, non-statutory sex education. This does not remove statutory Relationships Education, Health Education or science content, including relevant teaching about puberty. Optional programme material is checked against this position before use.

There is no parental right to withdraw from Relationships Education, Health Education or the science curriculum. If the school later proposes additional sex education, it will consult parents, revise its policy and explain withdrawal arrangements; primary-school requests to withdraw from that additional provision must be granted. The DfE recommends sex education in Years 5 and/or 6, although it is not compulsory. Governors should record and review the reasons for the school's approach.

Monitoring, Responsibilities and Review

The PSHE co-ordinator oversees curriculum mapping, resources, assessment and staff support. Monitoring includes planning reviews, evidence sampling, pupil voice and professional discussion. It checks both RHE and the additional Plus content, progression, accessibility and any gaps or unnecessary duplication.

Teachers deliver the agreed sequence and raise concerns or support needs. Senior leaders ensure adequate time, resources and training. Governors oversee the policy and its implementation. Findings inform improvement priorities and updates. This policy will be reviewed by July 2027, or sooner following relevant changes.

Read alongside the school's RHE, safeguarding, behaviour and anti-bullying, SEND, equality, online-safety, assessment and data-protection arrangements, and the current PSHE/RHE curriculum map.

Statutory reference: DfE Relationships Education, RSE and Health Education guidance (effective September 2026)