

William Cassidi Church of England
Primary School

PSHE Policy Statement

'Life in all Fullness'
(John 10:10)



As a school, we want to provide our learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

WILLIAM CASSIDI C of E PRIMARY SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION

At William Cassidi School, the teaching of Personal, Social and Health and Economic education comprises all aspects of our planned provision to promote children's personal & social development, including emotional health & wellbeing. This is reflected in the values and ethos of our school. At William Cassidi School, we see PSHE as developing the pupil as a person, as well as their growth and development as a free individual within a Christian environment.

Aims of PSHE

At William Cassidi School we aim to provide pupils with opportunities to:

- develop self-esteem through accepting and building on strengths in an affirming and accepting atmosphere. The children are encouraged to think positively about themselves; enhance self esteem, awareness and acceptance through group work and co-operation;
- develop an awareness of feelings and behaviour and through this, learn to choose appropriate and effective responses to situations;
- accept their physical and emotional selves, as this is more likely to result in accepting others;
- resolve conflicts through bringing them out into the open and, through discussion, look for satisfactory ways of finding a solution;
- enhance problem solving skills through the pro-active participation of pupils, in finding solutions to difficulties and helping them feel full members of the school community;
- develop the ability to take responsibility and self-direction for themselves and their actions through allowing them to exercise some choice in their learning, by encouraging them to pursue their interests, set themselves goals and to evaluate their own work and behaviour;
- encourage an awareness of their own values and priorities and respect for those of others;
- communicate clearly, avoid ambiguity and give clear verbal messages;
- engage in learning through discovery process;
- explore aspects of themselves through creativity and imagination;
- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect differences between people;
- play an active role as members of a democratic society;
- make the most of their own and others' abilities;
- to develop and increase the knowledge, skills and values relevant to the nature and practices of a participative democracy;
- to enhance the awareness of rights and duties and the sense of personal responsibility needed for the development of pupils into active citizens;
- to establish the value of diversity for all communities and give equal value and respect to all as members of the human race;
- to understand the economic, social, political and environmental practices and purposes of democratic institutions at local, national and international

- levels, including the work of parliaments, councils, pressure groups and voluntary organisations;
- to show how formal activity of our local and national institutions relates to civil society in the context of United Kingdom and Europe, and to cultivate awareness and understanding of our interdependence in relation to world affairs and global issues.
 - to learn more about managing money in a practical and relevant way, providing real life experiences of managing budgets and financial planning.

The benefits of PSHE

It will help children to:

- value their achievements;
- deal with risk and meet the challenges of life now and in the future;
- identify their values and strive to live up to them;
- prepare for their financial future.

It will help William Cassidi School to:

- relate positively to the neighbourhood and local communities;
- raise standards of achievement by children who are more secure, motivated, confident and independent learners;
- help promote equal opportunities for all;
- improve the health of our children.

Planning

At William Cassidi, we follow the Jigsaw scheme of work. Jigsaw is a mindful approach to PSHE and brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It is a spiral curriculum, taught through six units during the year: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. The whole school works on the same unit at the same time in their weekly lesson. This means that each unit can be celebrated by the whole school in a meaningful way.

The teaching of PSHE also includes Sex & Relationships Education and Drug Education; this is covered thoroughly in the planning. Each child has a PSHE workbook for the recording of work and photos are uploaded to Seesaw.

Forms of Curriculum Provision

The teaching of PSHE will take place through the following ways:

- discrete provision - this includes separately planned curriculum time, providing clear identifiable provision;
- provision through teaching and learning in other subject/ curriculum areas
- PSHE activities and school events- residential experiences, visits, special days or weeks e.g. The School Bank, Fun and Fitness Week and visitors coming into school e.g. visits from the school nurse, NSPCC
- theme days/weeks e.g. World Mental Health Day and Anti-Bullying Week.
- activities led by the school council e.g. mindfulness breathing.

Teaching & Learning

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time.

Pupils also develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their own experiences.

Collective Worship

Collective worship provides a daily opportunity to enhance pupils' spiritual, moral, social, emotional and cultural development through identifying, promoting and celebrating the school's values.

Partnerships with parents & local communities

PSHE provision complements the personal and social development of children at home. Working with parents is therefore a vital part of our approach, as well as broader links with the community, including local industries.

Health Professionals

When visitors and outside agencies are involved, their contribution is planned as part of the overall programme. Their contributions complement the teaching already taking place in school by:

- Working with and supporting teachers;
- Providing a link to relevant services;
- Informing pupils about using health services in the area;
- Giving pupils advice.

Health professionals who are involved in the delivery of the PSHE programme are expected to work within the school's policies and at the instruction of the Headteacher. They should also follow their own professional code of conduct.

Staff at school have received training from Alliance for further support in the identification of children who may have difficulties with their emotional health and well-being. Referrals are made to Alliance for children and their families to receive additional help when needed.

Equal Opportunities

Every child at William Cassidi regardless of ability (including special needs and gifted and talented), gender or ethnicity, has access to a broad and balanced PSHE curriculum. The school reflects the principles from the statement on inclusion, in The National Curriculum Handbook for Primary Teachers in England.

These are:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals.

The school also adheres to the principles of the Human Rights Act.

Assessment, Recording & Reporting

An assessment process is embedded in the Jigsaw programme including a set of attainment descriptors for every year and assessment activities to involve children in the process after every lesson. Children will produce a variety of work in each unit of work. Much of this will be verbal, and some of it written. We do not encourage teachers to mark or 'grade' student's work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development.

This is monitored by activities carried out by the subject leader, Mrs S. Hall. The learning of PSHE is recorded in PSHE books and on Seesaw, taking photographs and display work as well as the opportunities that children have to participate in drama and discussion activities.

A record of children's progress is recorded and reported to parents in the summer term, including an awareness of topical events, exercise of responsibility and contribution to the life of the school.

Policy approved by the Governing Body: January 2026
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