

St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

PSHE Policy



Love Learn Pray

Purpose and rationale

Personal, Social, Health and Economic Education (PSHE) at St Anne Line Catholic Infant School supports the development of the whole child. It helps children understand themselves, develop healthy and respectful relationships, keep themselves safe, make positive choices and understand their responsibilities within family, school, parish and the wider community.

This policy has been updated so that PSHE and RSHE are clearly understood as a coherent programme. The school's RSHE Policy 2026 states that RSHE is embedded within the PSHE framework and is delivered through whole-school ethos, cross-curricular learning and discrete PSHE/RSHE teaching. The PSHE policy therefore provides the wider framework within which the RSHE programme sits.

Our curriculum principle

PSHE is not an isolated weekly subject. It is taught explicitly through a planned progression, reinforced through the wider curriculum and lived through our Catholic ethos, relationships, routines and community life.

Catholic vision, mission and values

Our PSHE curriculum is rooted in the belief that every child is made in the image and likeness of God. We seek to nurture children who know they are loved, understand their dignity, develop compassion and resilience, and are equipped to live well with others.

- Love – developing kindness, compassion, forgiveness, empathy, dignity and respectful relationships.
- Learn – developing knowledge, vocabulary, self-awareness, decision-making and practical life skills.
- Pray – developing reflection, gratitude and an understanding of our relationship with God.
- En Magna Constantia – developing perseverance, resilience and the confidence to keep trying.

The RSHE Policy identifies Catholic virtues including faithfulness, integrity, prudence, mercy and compassion. These virtues are reinforced through PSHE, relationships, behaviour, worship and the wider life of the school.

Intent

At St Anne Line, we intend that PSHE will:

- support the spiritual, moral, emotional, social, physical and cultural development of every child;
- help children understand themselves as unique and loved by God;

- develop emotional literacy and the vocabulary needed to express feelings, needs and experiences confidently;
- build resilience, self-worth, self-respect and positive mental wellbeing;
- teach children how to form and maintain healthy, respectful friendships and relationships;
- teach children how to recognise safe and unsafe situations and how to seek help from trusted adults;
- develop age-appropriate understanding of online safety and responsible use of technology;
- promote healthy lifestyles, including physical activity, healthy eating, sleep, hygiene and dental health;
- develop empathy and practical understanding of allergies, including not sharing food and telling an adult when needed;
- develop citizenship, responsibility, democracy, fairness and respect for others;
- prepare children for life in modern Britain while remaining rooted in Catholic teaching;
- ensure learning is inclusive and accessible to pupils with SEND, EAL and other individual needs.

Relationship between PSHE and RSHE

The RSHE Policy 2026 explicitly states that RSHE is delivered as part of the PSHE framework. At St Anne Line, RSHE is therefore not a separate curriculum sitting alongside PSHE; it is a key component of our wider personal development curriculum.

Whole-school ethos	Cross-curricular	Discrete teaching
Christ-centred relationships, Gospel values, behaviour, worship, pastoral care and daily interactions.	RE, Science, Computing, PE, English/books, History, Geography, assemblies, CST and wider school experiences.	Ten Ten Life to the Full Plus / PSHE and RSHE lessons, taught progressively and revisited at age-appropriate stages.

The three Ten Ten themes are Created and Loved by God, Created to Love Others and Created to Live in Community. The RSHE policy describes a spiral approach in which learning is revisited and developed as children move through Nursery, Reception, Year 1 and Year 2.

Curriculum organisation and progression

Our PSHE and RSHE Curriculum Progression of Knowledge, Skills and Vocabulary provides the detailed curriculum map. It identifies what children should know, understand, be able to do and the vocabulary they should develop across EYFS, Year 1 and Year 2.

The progression is organised around:

- Created and Loved by God – religious understanding; me, my body and my health; emotional wellbeing; life cycles.

- Created to Love Others – religious understanding; personal relationships; life online; keeping safe.
- Created to Live in Community – religious understanding; living in the wider world; citizenship and British Values.

The progression grid deliberately builds knowledge and skills rather than treating PSHE as a collection of disconnected topics. For example, children first develop language for feelings and simple strategies for managing emotions, then revisit these ideas with increasing independence, empathy and understanding of choices and consequences.

The progression document also identifies vocabulary for key areas such as feelings, relationships, online safety, keeping safe, emergency services, medicines, community, money, responsibility, citizenship and British Values. Teachers should use this vocabulary explicitly and revisit it so that children can talk accurately about their learning.

How PSHE is integrated across our curriculum

PSHE learning is strengthened when children encounter the same ideas in meaningful contexts beyond the discrete PSHE lesson. Our progression document identifies clear curriculum connections.

Curriculum area	How PSHE/RSHE is reinforced	Examples from our progression
RE	Identity, dignity, love, forgiveness, community, respect and Catholic Social Teaching.	Created and loved by God; loving our neighbour; living in community.
Science	Health, the body, growth, life cycles and practical health knowledge.	Body parts; healthy lifestyles; growing and changing; allergies and practical safety.
Computing	Online safety, privacy, responsible behaviour and seeking help.	Safe/unsafe online situations; personal information; asking a trusted adult for help.
PE	Healthy choices, physical activity, body awareness and wellbeing.	Exercise, healthy lifestyles, looking after our bodies.
English and books	Vocabulary, emotional literacy, relationships, empathy and moral discussion.	Discussion of characters, feelings, choices, families, fairness and responsibility.

History/Geography	Identity, diversity, communities, people and places.	Learning about different cultures, communities and people from different backgrounds.
Assemblies / collective worship	Gospel values, Catholic Social Teaching, reflection and community.	Kindness, dignity, responsibility, forgiveness and care for others.
Behaviour and relationships	Daily modelling and practice of respectful relationships.	Kindness, respect, appropriate/inappropriate behaviour, repairing relationships and forgiveness.

Important

Cross-curricular links complement, rather than replace, the planned PSHE/RSHE curriculum. Teachers should use the progression grid to identify where a PSHE concept is being reinforced elsewhere and avoid unnecessary repetition while ensuring that statutory and planned content is explicitly taught.

Early Years Foundation Stage and Nursery

In Nursery and Reception, PSHE is closely connected to Personal, Social and Emotional Development (PSED). The RSHE policy identifies PSED as a prime area in EYFS, with Nursery using in-the-moment planning. PSED is linked across all areas of learning.

- Nursery: learning is embedded through relationships, routines, play, in-the-moment opportunities, modelling, storytelling, prayer and adult interaction.
- Reception: weekly discrete inputs are complemented by continuous provision, circle time, stories, prayer and everyday opportunities to develop empathy, self-worth and community.
- Practitioners observe children and use these observations to identify next steps in PSED, communication and emotional development.
- The progression grid provides the bridge into the more explicit PSHE/RSHE learning of Year 1.

Key curriculum content

Me, My Body, My Health

Children learn that they are unique, their bodies are good and they should care for them. Learning includes healthy lifestyles, physical activity, dental health, healthy eating, sleep, rest and personal hygiene. The progression also includes age-appropriate learning about allergies, including top allergens, not sharing food and knowing when to tell an adult.

Emotional wellbeing

Children develop a language for feelings and learn that feelings provide information. They learn simple strategies for managing feelings and behaviour, understand that choices have consequences and develop empathy, compassion and forgiveness.

Personal relationships

Children identify special people, understand positive and negative relationships, learn about appropriate and inappropriate behaviour, recognise teasing and bullying, and learn how to seek help, say sorry and forgive.

Life online

Children learn about safe and unsafe situations online, responsible behaviour, feelings online and offline, and the importance of asking a trusted adult for help when something worries them.

Keeping safe

Children learn about safe and unsafe situations, bodily privacy, trusted adults, medicines, emergencies, emergency services and basic first aid. The progression includes the distinction between emergency and non-emergency situations.

Living in the wider world and citizenship

Children learn about belonging to home, school, parish and wider communities; responsibility for people and the planet; work and vocation; money, needs and wants; fairness and citizenship. British Values are explicitly represented through democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Protected characteristics, equality and inclusion

Our PSHE/RSHE curriculum promotes dignity, inclusion and respect. The progression document identifies age-appropriate opportunities to explore difference, disability, religion or belief, sex, marriage and family structures, alongside wider learning about identity, belonging and community.

- Children learn that people may be different but are equally valued.
- Different family structures and communities are discussed sensitively and age-appropriately.
- Children learn to recognise and challenge unkindness, bullying and prejudice-based language.
- Diversity is represented through curriculum texts, RE, History, Geography, celebrations and school life.
- Teaching is adapted for SEND, EAL and individual developmental needs.

Teaching and learning

PSHE should be taught through age-appropriate, interactive and respectful approaches. Ten Ten lessons may include multimedia storytelling, scripture, prayer, discussion, role-play and reflection. Teachers should create a safe environment in which children can contribute without fear of embarrassment.

- Use the progression grid to identify the intended knowledge, skills and vocabulary.
- Teach key vocabulary explicitly and revisit it.
- Use discussion, questioning, stories, role-play and practical scenarios to develop understanding.
- Link learning to children's real experiences without requiring children to disclose personal information.
- Adapt teaching for SEND, EAL, language development and individual maturity.
- Use the school's behaviour, safeguarding and inclusion expectations consistently.
- Model respectful language and relationships at all times.

Assessment

Assessment in PSHE is primarily formative and focuses on whether children are developing the intended knowledge, skills, vocabulary and attitudes. The RSHE policy states that assessment may include observation, discussion, written work, group work, individual work and engagement in activities.

- Teachers use the progression grid to identify expected knowledge and skills.
- Ten Ten assessment activities support before-and-after evidence of learning.
- Teachers listen to children's explanations and use questioning to check understanding.
- Work, discussions, pupil voice and behaviour provide evidence of application.
- Assessment information is used to identify misconceptions, vocabulary gaps and next steps.
- Subject leadership uses monitoring to evaluate curriculum coverage, consistency and impact.

Safeguarding and sensitive issues

PSHE can provide opportunities for children to discuss safety, relationships, emotions and experiences that may lead to a disclosure. Staff must follow the school's Safeguarding and Child Protection Policy. Confidentiality cannot be promised where a child may be at risk of harm.

- Children should know who their trusted adults are and how to seek help.
- Teachers should respond calmly and appropriately to questions or disclosures.
- Personal or sensitive questions should be handled in accordance with the RSHE policy and safeguarding procedures.
- Any safeguarding concern must be reported immediately through the school's established safeguarding procedures.
- Teaching should never require children to share private or personal experiences.

Parents and carers

Parents and carers are recognised as the primary educators of their children in matters of love and relationships. The school works in partnership with families by providing access to Ten Ten materials, communicating curriculum content and offering opportunities for parents to understand the programme.

- Parents receive information about relevant RSHE content and sensitive topics.
- Parents can access Ten Ten materials and resources to support learning at home.
- Parents are consulted as part of policy development and review.
- The right to withdraw from non-statutory elements of sex education is respected in accordance with the RSHE policy and current statutory guidance.
- Parents cannot withdraw children from statutory National Curriculum Science or statutory Health Education content.

Roles and responsibilities

- Governors: ensure the policy is available, aligned with school ethos and other policies, appropriately monitored and reviewed, and that RSHE is properly positioned within PSHE.
- Headteacher: holds overall delegated responsibility for implementation and liaison with governors, the Diocese and relevant agencies.
- PSHE/RSHE Coordinator: leads curriculum development, supports staff, coordinates training, monitors planning and delivery, and evaluates impact.
- Teachers: plan and teach the curriculum, assess learning, adapt provision and contribute to the wider development of pupils' personal, social and moral wellbeing.
- All staff: model positive relationships, reinforce PSHE learning through daily interactions and understand their safeguarding responsibilities.
- Parents/carers: engage with the school, discuss learning at home and contribute to consultation and review.

Monitoring, evaluation and review

Monitoring will consider both the quality of curriculum implementation and the impact on pupils. The RSHE policy identifies the RSHE Coordinator, Headteacher and Governors as responsible for monitoring planning, delivery and impact.

- Planning and curriculum coverage against the progression grid.
- Learning walks and lesson observations where appropriate.
- Work scrutiny and evidence of vocabulary and knowledge progression.
- Pupil voice and discussion.
- Behaviour, relationships, wellbeing and safeguarding indicators.
- Parent and staff feedback.
- Review of adaptations and accessibility for SEND/EAL pupils.
- Evaluation of cross-curricular links and whether PSHE learning is reinforced beyond discrete lessons.

This policy will be reviewed every two years, or sooner where there are changes to DfE or Catholic Education Service guidance, or where monitoring identifies a need for amendment.

Curriculum overview at a glance

Area	EYFS	Year 1	Year 2
Identity & wellbeing	PSED; uniqueness; feelings; healthy bodies	Self, body, feelings, healthy choices	Deeper self-awareness, health, emotional regulation
Relationships	Special people; kindness; trust	Friendships; appropriate behaviour; forgiveness	Positive/negative relationships; empathy; responsibility
Safety	Safe/unsafe; trusted adults; privacy	Keeping safe; medicines; emergencies	Risks; emergency response; first aid concepts
Online safety	Basic safe/unsafe online	Rules for safe internet use	Online/offline feelings; reporting/blocking/help
Community	Belonging; family; school	Community; responsibility; wider world	Citizenship; democracy; British Values; vocation
RSHE	Created and loved by God	Created to love others	Created to live in community; age-appropriate revisiting

“With Jesus, we love, we learn, we pray – together we grow our school each day.”