



St. Paul's Catholic Junior School
PSHE Curriculum and Teaching Policy
October 2025

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Intent

There are several key concepts which drive the PSHE curriculum at St. Paul's:

1) **MISSION STATEMENT**

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) **KNOWLEDGE RICH AND HUMANITY RICH**

PSHE is a vital part of our school curriculum, helping pupils to develop the knowledge, skills and attributes they need to manage their lives, to stay healthy and safe and to prepare for life and work in modern Britain. Our PSHE curriculum has been developed in line with DFE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. A separate policy exists for statutory RSHE within our school. Our PSHE curriculum, as the guidance recommends, builds on this statutory content to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe decisions in their lives. Aspects such as drug education, internet safety, financial education and healthy lifestyles are explored across our school. Our key values of kindness, resilience and respect are promoted in all lessons. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. We believe that the teaching of PSHE fosters skills which can be used both now and in their adult futures to make a difference to their own lives, in their communities and in the wider world.

3. ORACY

Speaking and listening is central to the teaching of PSHE at St. Paul's. Lessons are packed full of the discussion, helping the children to see that they have a voice and a right to an opinion. Oracy is therefore central to our approach.

4. RESILIENCE

We promote a growth mindset attitude which encourages perseverance when challenges arise.

5. MENTAL AND PHYSICAL WELL BEING

Mental and physical wellbeing are core themes which are promoted in all lessons. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' understanding prepares them for life in KS3.

We are committed to weaving career related learning through our Spanish curriculum to prepare all of our pupils for the future.

In all Spanish lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

At St. Paul's, through quality first teaching, we apply a progressive model of PSHE teaching, through which we aim for all children develop a coherent and progressive knowledge. Each term takes a different theme, 'Relationships' (statutory RSHE), 'Healthy Lifestyles' (including mental and physical health, emotional

education, drug education, puberty and sleep education) and 'Living in the Wider World' (including e-safety, financial education, social justice, financial education). Within these themes, topics are mapped out for each year group, seeking to build upon prior learning whilst also introducing new learning in an age appropriate manner.

PSHE is taught throughout the year in stand alone lessons, with each year group completing a different topic within the relevant theme each half term. Within our curriculum, the key knowledge and skills for each year group can be seen in our progression maps. Our approach is generative, enabling pupils to make links between new and existing knowledge to aid retention. Vocabulary is taught progressively between lessons in each topic and also built on between year groups to enable pupils to be able to communicate effectively about their lives and keeping themselves safe.

The wellbeing of our pupils is central to our teaching approach. Where sensitive issues are raised, pupils are signposted to places where they can find help and support. Teachers handle sensitive discussions carefully and in line with the safeguarding policy.

Our PSHE curriculum also marks special days, such as 'World Mental Health Day', 'No Room for Racism' and 'Autism Awareness Day'. These days help to raise the profile of key issues facing our pupils in society today, providing them with tools to enable them to deal with difficult situations appropriately. In addition to this, teachers may decide to target specific PSHE lessons to deal with issues that classes may be facing at a certain point in time (e.g. e-safety, if there are reports of problems online within the class).

Assessment:

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for PSHE. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. This helps the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children

- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. This enables teachers to support pupils to take part in all subjects.

Impact

At St. Paul's, we ensure that all students are exposed to rich learning experiences that:

- Promote the spiritual, moral, cultural, mental and physical development of our pupils.

- Prepare our pupils for the opportunities, responsibilities and experiences of later life.
- Are inclusive – we aim to encourage respect for others, regardless of faith, race, gender, sexual orientation or background.
- Help our pupils to understand and manage risk, making informed decisions.
- Help our pupils to make a positive impact on their communities and in the wider world.