



PSHE at Holy Name

At Holy Name we are determined that every pupil will have the opportunity to acquire the knowledge, skills and understanding they need to successfully manage their lives, to keep themselves safe and healthy and to prepare for life and the world of work – both now and in the future; we do not see background, needs or abilities as insurmountable barriers to learning. We aim to develop resilience, self-esteem, risk-management, team working and critical thinking to promote pupil well-being (including financial and economic well-being). We want our pupils to have no limits to what their ambitions are and grow up with the qualities and attributes people need to thrive as individuals, family members and members of society; we believe that all of our children are **STARS** with the potential to shine. We aim to tackle barriers to learning, raise aspirations and improve the life chances of our pupils.

Curriculum Intent

At Holy Name Catholic Primary School, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We believe a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

The PSHE curriculum has been structured so that our children develop their skills and knowledge (in line with National Curriculum milestones) by building upon prior learning. PSHE lessons are used to promote critical thinking, improve communication, support tolerance and allow pupils to understand that we can have different opinions but that we must not get angry with each other because our views differ. We want our children to remember their PSHE lessons in our school, reaching learning milestones at key points in their school life. We want them to retain knowledge of key skills so that they can continue to thrive throughout their school life and life beyond school into adulthood.

Our PSHE curriculum provides a holistic framework to prepare pupils for life in a complex, rapidly changing world. By using the Jigsaw PSHE scheme, we ensure a mindful, progressive approach to personal development. The curriculum builds emotional literacy, resilience, and social competence. We aim to dismantle barriers to learning by supporting well-being and mental health. This foundation empowers pupils to become safe, independent, and responsible global citizens.

Implementation

We teach PSHE through the Jigsaw Programme. Jigsaw is a comprehensive scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships, Sex and Health Education (RSHE). However, as a Catholic School, we have to use Journey in Love to ensure we meet the requirements of Liverpool Archdiocese.

Our PSHE curriculum is delivered through six structured, age-appropriate puzzles across the academic year. The table below gives the learning theme of each of the six units (Puzzles) taught each half term and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Explores self-identity, worth, and rights. Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Tackles bullying, diversity, and equality. Includes anti-bullying (cyber and homophobic bullying included) and understanding how we are all different.
Spring 1	Dreams and Goals	Cultivates aspiration, resilience, and teamwork. Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Focuses on physical health, mental well-being, and choices. Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Covers friendship, family dynamics, and digital safety. Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Manages coping mechanisms for growth and transition. Includes Relationships and Sex Education in the context of coping positively with change.

At Holy Name, we allocate one compulsory afternoon session to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways such as assemblies, collective worship, praise and reward system, through relationships (child to child, adult to child and adult to adult) across the school. We aim to 'live' what is learned and apply it to everyday situations in the school community.

Lesson Structure

Each weekly lesson follows a standard, six-part mindful pedagogy:

- **Connect us:** Inclusive games to build class cohesion.
- **Calm me:** Mindfulness techniques to prepare the brain for learning.
- **Open mind:** Introduction of the core learning concept.
- **Tell me or show me:** Direct instruction using visual or concrete stimuli.
- **Let me learn:** Collaborative activities to apply new knowledge.
- **Help me reflect:** Metacognitive processing of personal growth.

Our PSHE curriculum supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework. It also significantly contributes to the school's Safeguarding and Equality Duties, the Government's 'British Values' and the SMSC (Spiritual, Moral, Social, Cultural) agendas. As a Catholic school, we follow 'Journey in Love' which is a resource to teach Sex and Relationship Education. It is intended that it will support teachers and parents in Catholic Schools to enable the holistic growth of children.

Impact

Pupils develop a secure understanding of themselves, their relationships, and the wider world. The curriculum fosters inclusive school environments where diversity is celebrated. Children articulate their feelings confidently and employ healthy coping strategies during times of stress. Longitudinal assessment tracks the acquisition of critical life skills, preparing pupils for future transitions and active citizenship.

Inclusion

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided to ensure that all needs are met.

Monitoring

Monitoring is undertaken in various ways:

- The PSHE Lead/SLT observe lessons.
- Monitoring pupils' work/floor books.
- Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls etc.
- Staff, parent/carer and pupil voice.
- Governors liaise with PSHE Leader.

Assessment

Each class uses a floor book. At the beginning of the topic we conduct a pupil questionnaire to identify what the children already know and anything they would like to learn about within that topic. As the unit progresses, we address the outcomes of the questionnaire and give children the opportunity to self-evaluate what they have learned.

We ensure that all lessons focus on different skills to cater for different learning techniques, such as group discussions, drama, written work, art work, stories etc.

Role of Subject Leader

The PSHE Subject Leader is responsible for devising an Action Plan at the beginning of each academic year and a termly Curriculum Report. These are based on the needs of the pupils, staff and whole school. This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of PSHE are to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- To provide, where necessary, in-house training.
- Advising and supporting colleagues in the implementation and assessment of PSHE throughout the school.
- Assisting with requisition and maintenance of resources required for the teaching of PSHE.
- Complete monitoring of children's work. If it is deemed necessary – scrutiny of planning to answer questions raised in book monitoring.
- Carry out staff & pupil voice interviews.
- Classroom observations and Learning Walks.
- Attend Subject Leader Briefings led by the local authority.
- Organising external agencies to visit school which complement our PSHE provision.

Role of Class Teacher

- To develop and update skills, knowledge and understanding of PSHE.
- To liaise with the PSHE Leader to identify opportunities for CPD.
- To keep appropriate on-going records and assessments (in line with assessment policy).
- To plan effectively for PSHE (with year group partners), liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment.

Website Information

It is the responsibility of the PSHE Lead to keep up to date with the statutory requirements of PSHE and to ensure that all information is provided to the website manager for upload onto the school's website.

Governors

At Holy Name School we have an identified governor for PSHE who is invited to meet with the PSHE Leader on an annual basis. This governor reports these discussions back to the Governing Board.

Parents

Parents are important influences on pupils' attitude and attainment. We actively encourage and involve them in school life through:

- Social media platforms
- Parent Workshops
- Stay & Play sessions
- Information-giving sessions
- Newsletters
- Parents' Evenings
- Annual written reports

Policy Review

This policy is reviewed bi-annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: 1-9-26	<i>N Morris</i>	<i>T Connor</i>
Date of next review: 1-9-28		