



CALDER LODGE SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY 2025/2026

Introduction

At Calder Lodge school, we believe our PSHE teaching would give our children the skills and understanding to become healthy, secure, independent and responsible members of society.

Our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society. We prepare our pupils for the opportunities, responsibilities and experiences of later life.

Rationale:

- Ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development, as well as embedding our pupils' understanding of the nine characteristics under the Equality Act 2010.
- Support the Prevent strategy, by instilling in children a sense of identity and belonging.
- Incorporate government initiatives into planning in all key stages.
- Ensure the delivery and teaching of the PSHE/Citizenship key skills and learning objectives, outlined by the National Curriculum (Differentiated where necessary for our learners) and the Cornerstones curriculum.
- Make explicit the school's commitment to delivering PSHE / Citizenship, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE / Citizenship Framework in a whole-school approach.
- Provide guidance and support for staff.
- Inform parents/carers to enable the whole school community to work as part of a collaborative team.
- Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- Develop the knowledge, skills and attributes needed by pupils to manage their lives and maximise the opportunities afforded them.

Values or moral framework

PSHE / Citizenship should reflect and be reflected in the values and ethos of Calder Lodge Primary School.

This policy relates to the school Sex and Relationships Policy, Drugs Education Policy, Behaviour Policies, SEN Policy, Safeguarding (Child Protection) Policy, Equal Opportunities and Dignity at Work Policy, Equality and Diversity Policy, Health and Safety Policy and Professional Guidelines in the Staff Handbook.

Definitions and purpose

‘Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils’ education’ (National Curriculum, 2014).

‘Young people need the opportunity to receive high-quality PSHE and RSE at school. They have a right to information that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and SRE in schools 2015)

‘This area of learning lays the foundations for long-term wellbeing and contributes to children’s social, economic and physical development. It is central to their development as confident individuals.’ (QCDA, 2010)

Teaching and learning about PSHE / Citizenship

PSHE / Citizenship is coordinated by Peter Marrin. PSHE / Citizenship is delivered by class teachers with support from the subject leader and the School Nurse, when appropriate, in carrying out health promotion across the school. In matters of Safety and Citizenship outside agencies will support the delivery of the curriculum.

PSHE / Citizenship is concerned with knowledge, the development of skills and attitudes (differentiated to our learners' needs).

The teaching objectives are to:

- Develop pupils’ confidence, self-esteem and responsibility and make the most of their abilities.
- Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and the wider community.
- Develop healthy safer lifestyles.
- Develop good relationships and respect the differences between people.
- Encourage a respect for democracy and British laws, instil a strong sense of what is right and wrong.
- Promote British values as part of pupil’s SMSC development
- Develop an appreciation and an understanding of the nine characteristics

These will be achieved through the curriculum, through contributing to school life and through community links.

Teaching and Learning will take place through:

- **Dedicated / discrete curriculum time:** Cornerstones curriculum and personalised activities.

Calder Lodge has embedded the cornerstone curriculum key themes from their PSHE area, which focus on relationships, health and the wider world. The assemblies organised at school follow this theme and they are carefully put together so each assembly meets the KS1/2 themes/objectives planned for. Also many of our school SMSC events will incorporate elements of PSHE and this evidence can be found in the PSHE books and the SMSC folder.

The dedication lessons/objectives are carefully planned/chosen by each class teacher based on the students abilities and where appropriate they will work on a non-negotiable area. Each class has a floor book to showcase their classwork and this will include a wide range of evidence (work, pictures, observation records, SMSC sheet and sometimes powerpoints). Also each strand is focussed on over each half term as this allows the students to recall/remember information learnt which develops their long term memory.

PSHE evidence is met in set lessons and we try our best to incorporate it through our school day. The teachers in each class provide opportunities throughout the week where they will focus on a key objective making sure a variety of activities are taught and evidenced.

The main aim of PSHE at Calder Lodge school is to provide an important, meaningful curriculum which flows through all that we do so our students can experience a variety of activities on a consistent basis.

Example of the PSHE curriculum map at Calder Lodge (teachers select the best suited objectives making sure they consider the non-negotiables for the year group but to also provide a variety from the 3 main areas (relationships, health and the wider world))

Area	Years groups					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Close relationships	3	2	8	8	6	8
Friendships	2	2				
Hurtful behaviour	3	1		1	2	2
Safe relationships	3	1	3			
Shared responsibilities	2	3	4	2	3	4
Communities	1	3	2	5	2	5
Digital resilience	2	3	3	3	5	6
Healthy lifestyle	7	9	8	6	5	8
Mental health	7	8	7	4	6	5
Growing and changing	6	1	6	3	6	6
Keeping safe	3	9	5	7	4	4
Safe relationships	3	5		3	3	6
Self and others	4	5	1	3	5	1
Money	1	3	2	3	5	3
Work	2	4	4	5	2	6
Substance		1	2		3	4

Example of a lesson objective which can be used to form a part of a teachers plans from the Cornerstones Curriculum

Relationships, Living in the wider world and Healthy Lifestyle - these are the themes where each objective comes under.

Example Year 1 lesson

Relationships - Close relationships - Learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.

Knowledge Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves.

Skill: Identify special people, what makes them special and how they should be treated.

Activities - have objectives running for the week and plan a variety of tasks/activities to deliver this objective

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Year 1

Skills

Relationships

Close relationships

Lesson

Learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.

○

Knowledge

Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves.

🔍

Identify special people, what makes them special and how they should be treated.

▼

Year 1

Skills

Relationships

Close relationships

Lesson

Learn to identify the people who love and care for them and what they do to help them feel cared for.

○

Knowledge

Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves.

🔍

Identify special people, what makes them special and how they should be treated.

▼

Year 1

Skills

Relationships

Close relationships

Lesson

Learn that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

○

Knowledge

Trusted adults look after children and keep them safe. To help them to do this, it is important for children to listen to advice and do as they are told. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given.

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Identify ways that they can help the people who look after them, including family and school staff, to protect them more easily.

○

Knowledge

If something is proving difficult, there are things that can be done, such as trying a different approach, breaking the problem down into smaller steps, or asking for help.

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Recognise that there are things that they can do to help when finding things difficult.

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Year 1

Skills

Relationships

Friendship

Lesson

Learn about how people make friends and what makes a good friendship.

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Knowledge

You can make friends in different ways, such as at school, at home, online or on holiday. The characteristics of a good friendship include being kind, sharing, being a good listener, mutual respect, truthfulness, loyalty, trustworthiness, shared interests, respecting boundaries, caring and making someone feel better when they are feeling sad, isolated, lonely or have a problem or difficulty.

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Recognise the importance of friendship and that there are different ways of making friends.

Example of lesson planning from Cornerstones

Significance

Concepts/Aspects

View progression

Significant people

Skill

In this lesson children will:

• Demonstrate what constitutes a positive, healthy relationship.

Additional information

Lesson brief

Lesson to teach: Demonstrate what constitutes a positive, healthy relationship.

School adaptations

Add notes

No adaptation notes

Details

Significant people lesson

PSHE - Relationships and RHE - Relationships education, Health education lesson (Year 4 - 1 hour)

✓ Share

Significance

Concepts/Aspects

View progression

Significant people

Skill

In this lesson children will:

• Demonstrate what constitutes a positive, healthy relationship.

Additional information

Lesson brief

Lesson to teach: Demonstrate what constitutes a positive, healthy relationship.

School adaptations

Add notes

No adaptation notes

Details

Rights of others lesson

PSHE - Living in the wider world and RHE - Relationships education lesson (Year 4 - 1 hour)

✓ Share

Nature

Concepts/Aspects

View progression

Rights of others

Skill

In this lesson children will:

• Discuss the consequences of breaching human rights.

Additional information

Lesson brief

Lesson to teach: Discuss the consequences of breaching human rights.

School adaptations

Add notes

No adaptation notes

Details

Issues, evidence and ideas lesson

PSHE - Living in the wider world and RHE - Relationships education lesson (Year 4 - 1 hour)

✓ Share

Investigation

Concepts/Aspects

View progression

Issues, evidence and ideas

Skill

In this lesson children will:

• Discuss the interdependence of members of the school community.

Additional information

Lesson brief

Lesson to teach: Discuss the interdependence of members of the school community.

School adaptations

Add notes

No adaptation notes

Need help?

Chat now

Example of a medium term plan (MTP)

PSHE Medium term plan		Term: Autumn 1	Class and Key stage: Fairsnape/Bleasdale/Calder. Year 3/4.	Focus: Close Relationships		
Program of study	Learning objectives	Learning activities	Vocabulary	Links with other subjects	Resources	
Close relationships: Family	Assembly: Types of relationships. Year 3 Define different types of relationships (Learn to recognise that there are different types of relationships, e.g. friendships, family relationships, romantic relationships, online relationships) Year 4 Learn to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).	Watch videos Read relevant books Powerpoints on acceptable behaviour Discussions Roleplay	Relationships Family Acquaintances Friend Friendship Relative Related	Life Skills: Types of relationships. SMSC: Moral/Social SLS: Communication	Floor book Pencils Camera Computer Whiteboard Paper resources	
	Assembly: How people care for others in their families Year 3 Learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another (Recognise that families can look different from their own but all families should care for one another). Year 4 Demonstrate what constitutes a positive, healthy relationship.	Watch videos Read relevant books Powerpoints on acceptable behaviour Discussions Roleplay	Relationships Family Acquaintances Friend Friendship Relative Related	Life Skills: Caring relationships SMSC: Moral/Social SLS: Communication	Floor book Pencils Camera Computer Whiteboard Books Paper resources	

Example of the school data on insight to track progress

Y4 Objectives										
Describe the impact of bullying (offline and online) and state the consequences of hurtful behaviour							2		2	
Health										
Learn how infection can be prevented through hygiene routines and give specific examples							2		2	
Explain how regular exercise benefits mental and physical health							2		2	
Learn how change and loss can affect feelings and how they can be managed										

Assessment of PSHE

Assessment at Calder Lodge is very important and as a staff team we understand students have different starting points regarding many different aspects of PSHE. Each class teacher will be responsible for creating a set activity or piece of work to help understand where each student is starting from and this will be revisited by the students to see where the progress has moved to. Sometimes this can be evidenced as a question they have to answer or from a discussion where the teacher will produce a starter summary on the students current knowledge

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. "

PSHE Association's Guidance to Assessment for Learning and Progression

Our assessment is mainly seen on insight which is mentioned above and they can also be found within the floor books as teachers will RAG rate the students' understanding against objectives.

Other links:

English: skills in enquiry and communication; stories that illustrate aspects of personal and social development.

Maths: counting, sharing and economics.

Science: Drugs, including medicine, sex, health, safety and the environment.

Design and Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology; ICT: communicating with others via email; finding information on the internet and checking its relevance; e-safety.

History: reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past.

Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression.

P.E: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity.

R.E: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

In the Foundation Stage PSHE/Citizenship is a key part of the curriculum and is integral in all seven areas of learning. It is also taught specifically in the Personal, Social and Emotional area of learning.

Computing: online safety, how to behave online, how people can behave differently online, online friendships, how online information is not always true, when to take a break from being online, the positives and negatives of using the internet, how information is ranked when you complete a search, how images people put online can be edited, learn how to assess the information online to ensure its reliable and what information is good to share/not good to share.

'At Calder Lodge we endeavour to follow the National Curriculum. However the majority of our learners arrive with large gaps in their learning. This can be for a myriad of reasons including diagnosed/undiagnosed learning difficulties and behavioural barriers to learning. Through initial assessment teachers are able to accurately place their pupils' learning needs on the sequential progressive curriculum linked to their current knowledge and not by age related expectations. Teachers are given the autonomy to be creative in their approach whilst working towards national curriculum outcomes. Where a large divergence is needed further discussion with SLT is promoted.'

From the whole School Curriculum Policy

Personal Development

Within our PSHE curriculum and other school systems we provide many opportunities for our students to increase their personal development. This is defined as:

A process that involves the entire world of the young person, of which school can play a significant part. Personal development involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom.

We cover the key areas needed for personal development, indirectly within our PSHE and school systems. The areas focussed on are developing, promoting, enabling and supporting. Within these we facilitate the learning and experience of:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

The other systems of the school where the above can be seen and facilitated is through the use of other subjects, having key worker session every half term, participation in the schools SMSC events, organising in the live moments to further understanding, participating in weekly themed assemblies, experiencing a variety of offsite activities such as outdoor education, cultural capital visits and being involved in other interventions. We offer the students group or 1-1 sessions to access horticulture, woodwork, mental health support and transition support for our KS2 students.

Relationships and Health Education

From September 2020, all primary schools are required by the government to teach Relationships and Health Education.

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online.

Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

At Calder Lodge, we have been delivering Relationships and Health Education within our Personal, Social, Health and Economic (PSHE) curriculum since opening. We have reviewed our PSHE curriculum to make sure that our lessons meet the requirements the government has set out for the content of Relationships and Health Education.

RSE is taught as part of our PSHE learning but is also individualised to our learners on a more specific basis to support their individual stage of learning and understanding through key worker sessions.

Calder lodge RSE curriculum

Areas	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body Parts	Understand that everyone's body is special and belongs to them Identify and name the basic external body parts	Taught the function of the external body parts Taught the correct biological names for all external body parts	Children are taught the correct biological names for all internal body parts Taught the function of the internal body parts	Children are taught the correct biological names for all internal body parts Taught the function of the internal body parts	External genitalia and internal reproductive organs	External genitalia and internal reproductive organs
Safe and unsafe touch	Know that their body belongs to them. Understand the idea of personal space. Recognise safe touches (e.g., a hug from someone you trust) vs. unwanted	Understand that private areas should not be touched except for health/hygiene Identify trusted adults who can help.	Recognise different types of touch (safe, unsafe, confusing). Know what to do if a touch makes them feel uncomfortable.	Know the meaning of consent in everyday situations. Understand how to ask for and give/refuse consent. Recognise pressure and practise assertive	Identify different forms of unsafe touch, including grooming behaviours (age-appropriate, general signs). Understand the link between offline and online	Apply understanding of safe touch to real-life transition contexts (new school, unfamiliar adults). Understand more nuanced consent

	touches. Understand the right to say “no”.			communication.	boundaries. Know how and where to report concerns.	
Puberty	Recognise basic body parts using correct names Learn about personal boundaries and consent (e.g., “No one should touch your private parts except for keeping you healthy or safe”)	How people grow from babies to children to adults Physical changes that happen as we grow (height, strength—not puberty specifics yet)	Revisit correct body part names Differences between male and female bodies in <i>basic biological terms</i>	What puberty is and why it happens First physical changes: body hair, growth spurts, sweat, skin changes Emotional changes (mood, friendships, privacy)	Changes for all genders: Erections, wet dreams, body hair, voice changes, breast development	Full review of puberty and how bodies change Human reproduction: how sperm and egg work (age-appropriate, factual)
Permission/consent	Understanding permission and consent	Understanding permission and consent	Understanding permission and consent	Understanding permission and consent	Understanding permission and consent	Understanding permission and consent
Menstrual cycle					Managing periods confidently (how to use pads, tracking cycles)	Period management and practical preparation for secondary school
How and baby is conceived and born						How a baby is conceived and born

Complete the RSE Parent form if you want to withdraw your child from any aspect of the above coverage

PSHE / Citizenship activities and school events:

PSHE/ Citizenship is the embodiment of what we offer at Calder Lodge. We participate in weekly enrichment activities, such as; football club and many other clubs depending on the participants.

We arrange trips to places of interest that link to our class topics. We strongly advocate links to Culture

Capital where we have visited Beacon Fell, Holmes Wood, we've been pumpkin picking and to meet the reindeer at Christmas etc.

Other activities / events include:

- Transition support for Year Six
- Visitors to the school e.g. Garstang / Lancaster Fire Brigade, Police and Lancaster University
- Celebrating diversity e.g. Around the World Day, Black History
- Pupil Voice e.g. School Council, visits and capital culture ideas
- Charity events, such as; Christmas Jumper Day, Sports Relief

Ethos, organisation, structures and daily practices of school life:

- School Council.
- In class support.
- Drawing up class rules/ class charter.
- Participation in assemblies.
- Fruit / snack monitors.

Methods and Content

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. The teacher will need to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed.

The PSHE/Citizenship program of work will be delivered throughout the school year, using the expectations from the National Curriculum and Cornerstones Education to provide the students with an excellent and varied curriculum.

A main aspect and focus of our curriculum is in the teachers planning and the school curriculum map. It is here where we can see a focus on each area (wider world, relationships or health) and not just selecting a variety of lessons. Having a theme run throughout the school for set periods of time will increase students progress as the structure should allow for more sticky learning and will increase their long term memory on their PSHE lessons.

Monitoring, assessment, recording and reports assessment

To be successful independent learners, students need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the

students they teach and how their learning might be improved. The PSHE subject lead will be responsible for ensuring the policy and programmes are implemented as agreed.

Monitoring

- Book Monitoring.
- Assembly record
- Monitoring planning, with focus on PSHE /Citizenship
- Displays – PSHE/ Culture Capital board that reflects the current theme.
- Review in PSHE staff meetings and discussions with staff - monitor themes completed / in progress (how it has been received, what has gone well, how the staff feel about it, resources issues, training needs).
- Teacher, parent and child communications

Working with Parents / Carers and external agencies / community links

Working with parents / carers is a vital part of the PSHE / Citizenship curriculum, because the provision should complement the personal and social development of children provided at home.

At Calder Lodge the parent / carer is involved at the very start of a child's education, in meetings and in consultation over the Home-School agreement. Parent / carer involvement is encouraged in all parts of their child / children's education. Within this it allows the parent or carer to opt out of their child participating in aspects of RSE and all communication will be recorded/dated.

Community links and work-related activities linked with charitable and voluntary groups are encouraged in order to complement the PSHE curriculum and benefit the school, such as:

- Assemblies focusing on various aspects of seasonal festivals.
- Collection of foods presented to the Homeless Shelter, Lancaster, a charity for homeless people and people in need.
- Comic Relief: Spring Term (alternate years); work in class on issues raised, with assemblies and celebration; money raised sent to Comic Relief charity for people in need, mainly in the UK and in Africa.
- Black History will be taught within our topic work; as the celebration of achievements and lives of black people; link with Science, ICT, History, Geography, Art and Design, Music, R.E. and Drama. Some of our class work may culminate in Assemblies shared with the school.

External agencies will not be left alone with a class, group or individual. Some external agencies working in school are bound by their own professional codes of conduct and school policy needs to be clarified from the start.

Any procedures should complement the school's policy and procedures on Safeguarding and the Staff Code of Conduct.

Staff professional development

PSHE will be reviewed throughout the academic year by the PSHE Co- coordinator in order to identify professional development needs; staff will be supported accordingly. Staff INSETS and training to be planned into the academic year to ensure best practice.

PSHE Policy

Next review date: September 2026

Member of staff responsible for implementation and review: Peter Marrin

Position: Deputy Head Teacher

Approved by: K Farnworth

Date: September 2025