



METHERINGHAM PRIMARY SCHOOL

Document Title:	DRAFT PSHE Policy – Learning for Life	
Written by:	Vicky Wilcox PSHE/RSHE/PD Lead	
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Requirement	Non-Statutory	
Approved by:	Full Governors	
Version Control Table <i>[To be updated as required]</i>		
Version Number	Date Authorised	Summary of Key Changes
2	November 2023	No changes
3	November 2024	Improved structure and wording
4	October 2025	<ul style="list-style-type: none"> • Full Review • Strengthens progression • Embeds British Values and SMSC clearly • Highlights beyond the classroom – key driver in Personal Development • Reinforces flexibility and responsiveness • Clear compliance with statutory RSHE Guidance • Tightens links of RSHE with science and RE • Strengthens pupil voice, consultation and long-term memory in line with Ofsted’s curriculum focus • Connects Kapow with the PSHE Association framework • Embeds British Values, diversity and inclusion • Life readiness • Assessment and monitoring in line with Ofsted curriculum lens • Personal development outcomes • Emphasis on skills and attributes not just knowledge • Shows accountability and leadership

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

Introduction

This policy sets out our school's approach to Personal, Social, Health and Economic (PSHE) education. It is distinct from, but closely aligned with, our Relationships, Sex and Health Education (RSHE) policy.

While RSHE is a statutory element of the curriculum, PSHE provides a broader context in which pupils' personal development, wellbeing, and preparation for adult life are supported. Together, PSHE and RSHE underpin our whole-school approach to safeguarding, pupil voice, and the promotion of equality and inclusion.

This policy should be read alongside:

- DfE guidance regarding Relationships and Sex Education
- Safeguarding and Child Protection (including responding to disclosures)
 - PSHE Policy
 - Science Policy
 - Behaviour Policy
- Anti-Bullying and Child-on-Child Abuse Policies
 - Online Safety Policy
 - Equality, Diversity & Inclusion Policy
- SEND Code of Practice & PSED – see SEND Adaptations in Appendix 1
 - DfE *Keeping Children Safe in Education* (2024)
 - EYFS Framework
 - Working Together to Safeguard Children
 - Teaching & Learning Policy
 - SMSC & Fundamental British Values guidance

Staff are aware of the need to refer to these documents and policies when appropriate.

APPENDICES	
APPENDIX 1	Send adaptation document

RATIONALE AND STATUTORY CONTEXT

“What we instil in our children will be the foundation on which they will build their future.”

Steve Maraboli

“You are braver than you believe and stronger than you seem and smarter than you think!”

AA Milne

“It is our choices, Harry, that show what we truly are, far more than our abilities.”

Harry Potter and the Chamber of Secrets

J.K. Rowling

“Kindness is a language that the deaf can hear and the blind can see.”

Mark Twain

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”

Nelson Mandela

“Oh, the Places You’ll Go!”

Dr Seuss

INTRODUCTION

At Metheringham Primary School, PSHE is everywhere. It’s at the very heart of our school. Our **“Inspire, Believe and Achieve”** motto underpins every part of our teaching and learning in PSHE. It’s what we’re all about. From the moment you step into the building, you will begin to understand our culture and our PSHE curriculum is a massive part of that. Through our robust PSHE culture and provision, we intend to develop qualities, skills, attributes and knowledge to thrive as individuals, in their relationships and empower them to keep themselves healthy, safe and prepared for work and life in the modern world. We believe that all children are entitled to high quality teaching and learning, which equips them with the skills, knowledge and understanding they need today and prepare them to be ‘Life Ready’ as they take the next steps in their educational journey and beyond into their futures.

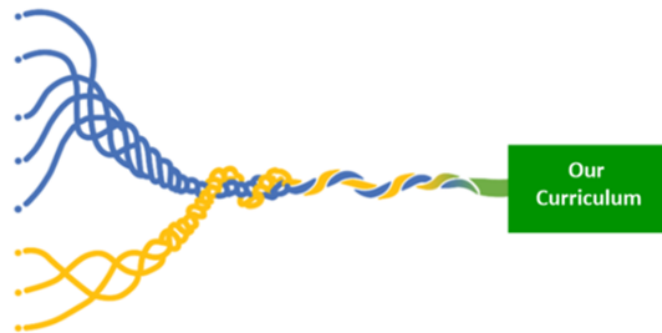
BIG IDEAS

At Metheringham Primary School, we view Personal, Social, Health and Economic (PSHE) education as a whole-school commitment that underpins pupils’ growth as individuals and enhances their capacity to learn effectively.

We follow the Kapow Programme, which provides a well-structured and progressive scheme of learning. This ensures consistency across year groups and enables pupils to build their knowledge, skills and understanding in a clear, age-appropriate way. An outline of the programme is available on our school website.

Our approach to PSHE also strengthens our work in relation to the Ofsted Inspection Framework, particularly in the areas of *Personal Development* and *Behaviour and Attitudes*. In addition, it makes an important contribution to safeguarding, equality and inclusion, supports the promotion of British Values, and enriches the opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.

Identity and Self-Understanding
Mental, Emotional and Physical Wellbeing
Mental, Emotional and Physical Wellbeing
Living in the Wider World
Decision-Making, Risk and Responsibility
Personal, Social and Civic Responsibility
Building Resilience and Lifelong Learning Skills



STATUTORY REQUIREMENTS

The Department for Education (DfE) guidance (2019) makes clear that **Relationships Education, Relationships and Sex Education (RSE) and Health Education** are compulsory in all schools. PSHE education, while not fully statutory, plays a vital role in ensuring these statutory elements are delivered within a planned, coherent programme that also covers wider aspects of pupils' personal and social development, including:

- Economic wellbeing and preparation for adulthood.
- Personal safety and safeguarding, including online.
- Citizenship, equality and diversity.
- Emotional literacy, resilience, and mental health.
- PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We MUST teach Relationships Education under the [Children and Social Work Act 2017](#), in line with the terms set out in

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

We must MUST teach Health Education under the same statutory guidance

We MUST teach Relationships Education and our governors have agreed that we will teach Sex Education (conception, pregnancy and birth)

Our teaching MUST take due regard of the Equality Act 2010

Our PSHE curriculum incorporates an age-appropriate understanding of RSHE, as set out in the 2025 statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

OUR PSHE POLICY IS INFORMED BY EXISTING DFE GUIDANCE:

Keeping Children Safe in Education (2025)

Statutory guidance for schools and colleges on safeguarding children.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Respectful School Communities: Self Review and Signposting Tool

A tool to support schools in promoting respect and discipline to combat bullying, harassment, and abuse.

https://educateagainsthate.com/wp-content/uploads/2019/01/6.4953_DFE_Respectful-schools_signposting-tool_FINAL_Fillable_Client_Cop....pdf

Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)

Guidance on promoting high standards of behaviour and providing additional support where needed.

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Equality Act 2010: Advice for Schools

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice: 0 to 25 Years (September 2024)

Statutory guidance on the special educational needs and disability system for children and young people aged 0 to 25.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Mental Health and Behaviour in Schools (June 2014)

Guidance on creating a whole-school culture that promotes positive mental health and understanding the link between mental health and behaviour.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Social, Emotional and Mental Wellbeing in Primary and Secondary Education (July 2022)

NICE guidance on supporting social, emotional, and mental wellbeing in children and young people in education.

<https://www.nice.org.uk/guidance/ng223>

Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges (September 2021)

Guidance for schools and colleges on promoting and supporting mental health and wellbeing.

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

Preventing and Tackling Bullying (July 2017)

Advice for schools on preventing and tackling bullying, including cyberbullying.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The Equality and Human Rights Commission: Advice and Guidance

Provides advice on avoiding discrimination in various educational contexts.

<https://www.equalityhumanrights.com/guidance?who=public-sector>

Promoting Fundamental British Values as Part of SMSC in Schools (November 2014)

Guidance for maintained schools on promoting British values as part of pupils' spiritual, moral, social, and cultural development.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

SMSC Requirements for Independent Schools (November 2014)

Guidance for independent schools on supporting pupils' spiritual, moral, social, and cultural development.

<https://www.gov.uk/government/publications/regulating-independent-schools>

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)

Statutory guidance for schools on teaching relationships education, RSE, and health education.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

The Kapow programme is aligned to the PSHE Association Programmes of Study for PSHE.

This policy should also be read in conjunction with other school policies:

Child Protection & Safeguarding Policy

Confidentiality Policy

Behaviour Policy

Anti-Bullying Policy

Health Education Partnership

Online Safety Policy

Equality and Diversity Policy

Metheringham Behaviour Blueprint

Online safety and Acceptable Use Policy

Pupil Mental Health and Well Being Policy

SEND Policy

INTENT - WHAT WE WANT TO ACHIEVE

How we capture the heart of PSHE.

At Metheringham Primary School, the intent of our PSHE curriculum is to deliver a broad, balanced, and enriching programme that is accessible to all pupils and maximises outcomes for every child. We aim for learners to know more, remember more, and understand more about themselves, their relationships, and the world around them.

Our curriculum is designed to ensure that all pupils:

- **Cultivate their ethical, social, and spiritual development**, understanding their responsibilities to themselves and others.
- **Acquire the knowledge, skills, and personal qualities** necessary to maintain their physical, emotional, and mental wellbeing.
- **Thrive as individuals**, regardless of background, aptitude, or additional needs, working towards becoming the best version of themselves.
- **Develop a deep awareness of diversity and society**, fostering respect, empathy, and the confidence to contribute positively to an ever-changing world.
- **Grow curiosity and resilience**, enabling them to question, challenge, reflect, and make informed decisions.

Through this intent, we aim for pupils to become healthy, respectful, safe, and responsible members of society who:

- Promote positive attitudes and enthusiasm for PSHE
- Support children to develop a self-knowledge and self-belief so that they can succeed at school and in their life beyond. This is in line with our school ethos: **Inspire, Believe and Achieve**
- Understand the importance of having a healthy mind and a positive attitude
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To live our school values of: **pride, courage, kindness, honesty and curiosity**
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

- Give children the opportunity to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Allow children to understand and respect our common humanity; diversity and differences so that they can go on to form the positive and fulfilling relationships that are an essential part of life and learning.
- Provide a safe framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy

Our Personal Development programme underpins this intent, ensuring pupils are supported to flourish academically, socially, and emotionally while developing the skills, knowledge, and attitudes they will need throughout their lives.

IMPLEMENTATION - How we deliver PSHE

At Metheringham Primary School, PSHE is taught as a whole-school approach that is planned, progressive, and inclusive. Our aim is to ensure that every child receives high-quality provision that enables them to develop the knowledge, skills, and attributes they need to thrive both now and in the future. Our approach is consistent, inclusive, and responsive, ensuring that all pupils are supported to develop as healthy, confident, and responsible individuals.

- **Curriculum structure:** PSHE is organised around the three core strands of *Relationships, Health and Wellbeing*, and *Living in the Wider World*. These strands ensure statutory RSHE requirements are fully met, while also extending to cover wider aspects such as citizenship, careers, economic wellbeing, and personal development.
- **Through a spiral curriculum:** PSHE is taught through a spiral curriculum, where knowledge and skills are revisited and deepened year after year in an age-appropriate way. This ensures progression and consistency, enabling pupils to build on prior learning.
- **Remain responsive and relevant:** The curriculum is flexible so that teachers can address local, national, and global issues as they arise. This helps children make sense of the world around them and develops their ability to engage critically and empathetically with real-life challenges.
- **Respecting diversity and promoting British Values:** Lessons are inclusive and reflect the diverse beliefs, values, and attitudes of individuals and communities. Children are supported to consider multiple perspectives and to form their own views based on fact and reflection. They learn to respect others, value diversity, and acquire the understanding necessary to contribute positively as informed British citizens.
- **Pupil voice and consultation:** The curriculum has been shaped by the voices of the children at Metheringham, alongside consultation with staff and parents. Lessons are tailored to meet the age, needs, and feelings of pupils, with teachers responding sensitively to questions to ensure children receive accurate, appropriate information.

- **Weekly lessons and whole-school integration:** From EYFS to Year 6, all children receive a dedicated one-hour PSHE lesson each week. We use the **Kapow Primary Programme**, which is aligned to the PSHE Association Programmes of Study. This provides a consistent and progressive framework across year groups, with timely topics that build on children's prior knowledge.
- **Extends learning beyond the classroom:** PSHE is not confined to discrete lessons. PSHE themes are reinforced through a rich programme of assemblies, enrichment events, and awareness days and weeks (e.g. Black History Month, Anti-Bullying Week, Road Safety Week, Mental Health Awareness). These experiences extend learning, promote reflection, and provide opportunities for pupils to take action. Staff actively model and encourage our core values in their daily interactions with pupils in line with our Behaviour policy.
- **Prepares pupils for life in modern Britain:** Our PSHE curriculum equips children to become healthy, confident, and responsible citizens who can make informed, moral decisions. It also ensures they understand, respect, and practise the **fundamental British Values of democracy, tolerance, respect, the rule of law, and individual liberty.**
- **Pedagogy and memory development:** All lessons begin with review or retrieval practice to strengthen long-term memory and ensure knowledge is retained and built upon. Teachers use questioning, discussion, and reflection to deepen understanding and encourage children to apply their learning in different contexts.
- **Ensures knowledge and vocabulary:** Children will build a secure foundation of key language, concepts, and understanding in PSHE, enabling them to make connections within PSHE

At Metheringham Primary School, our school vision is woven into our PSHE curriculum. It is a living thing that children understand and can relate to. We strive to provide our children with learning opportunities across and beyond the curriculum through specific lessons, circle time, guest speakers, workshops, special school projects and other activities that enrich pupils' experiences. It encompasses what the people we want our children to become and provides them with the skills for life, eg: sense of belonging, self-worth, resilience, determination, critical thinking, global citizenship, a lifelong love of learning, problem solving, bravery to make mistakes, aspirational, open and considerate expression, good physical and mental health; the list is endless. Through our school vision and our PSHE curriculum, we empower children to move into the next phase of their life and beyond with the tools and the knowledge to make informed choices as mature functioning adults. The Kapow programme and the PSHE Association help us to do this through a clear focus across the school each term. In addition, there may be occasions where teachers may feel it necessary to teach PSHE outside of the planned lessons because of an issue which has arisen in their own class. Our learning environment reinforces the PSHE curriculum through questioning, vocabulary, explorations and discussion topics on our curriculum displays throughout school. We also use values based learning, British Values and SMSC objectives to provide these opportunities for children. Through life skills sessions, links with the local communities, fundraising opportunities, visitors and national and international events, we provide enrichment opportunities to contextualise learning. PSHE is an important part of our school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. We also foster a cross-curricular approach to PSHE to ensure coverage and opportunities for children to revisit and embed learning and to provide a varied, rich and spiral curriculum. Some of the PSHE units can be seen to be covered in Computing, RE or Science for example.

Our spiral curriculum has been designed to give children the opportunity to build upon prior learning and embed and apply new and old skills as they move throughout our school.

IMPACT – The Difference Our PSHE Curriculum Makes

Because of the nature of PSHE, it is likely that we won't see the full impact of our provision until our children are long gone! However, it is our passion and our hope that...

The impact of our PSHE curriculum is measured in the positive personal development of our pupils. By the time they leave Metheringham Primary School, pupils will:

- Know more, remember more, and understand more about themselves, their relationships, and their place in the wider world.
- Demonstrate the values of respect, kindness, and responsibility, applying them in school, at home, and in the wider community.
- Our children acquire the knowledge, abilities, and qualities necessary to thrive in school and in the real world, and they have a sound and optimistic attitude toward learning and education – a life-long love of learning
- In a school culture of transparency, trust, and respect, our children acquire the vocabulary and self-assurance necessary to express their ideas and feelings articulately. They also understand and know who, how, when and where to seek the support of their trusted adults.

- Show confidence, resilience, and empathy, enabling them to make informed choices and manage challenges effectively.
- Understand how to stay safe and healthy, both physically and mentally, including online.
- Value diversity and equality, showing tolerance, fairness, and respect towards others.
- Apply the British Values of democracy, rule of law, liberty, and mutual respect in their everyday lives.
- They are equipped with the skills to evaluate and understand their own wellbeing needs, engage in self-care and contribute positively to the wellbeing of those around them.

The impact of a good PSHE education will enable children to reach their full potential – academically and personally. It will arm them with the knowledge and skills to become successful adults. All children understand the importance of PSHE, RSHE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through regularly gathering pupil voice, PSHE coverage monitoring by the curriculum lead and pre and post assessment opportunities. We will know we have had an impact as we enter classrooms, go on learning walks, through pupil voice, in how they interact with their peers and adults and how they operate within our local community. We firmly believe that a meaningful PSHE curriculum is the key to children becoming caring, respectful and confident individuals. We hope that through our consistent, engaging and pupil focused approach that children can explore a range of real-life situations and apply their skills and attributes to help navigate themselves successfully through modern life after they leave Metheringham Primary School.

We measure the effectiveness of our PSHE provision through:

- Monitoring of lesson delivery, pupil outcomes, and progression across year groups.
- Pupil voice activities, which demonstrate children's ability to articulate their learning and its relevance.
- Behaviour, safeguarding, and wellbeing data, which show how PSHE contributes to a safe and respectful school environment.
- Feedback from parents and carers, reinforcing the wider impact of PSHE beyond school.
- Monitoring and analysing of Cpoms data

Ultimately, our PSHE curriculum ensures that children leave Metheringham Primary equipped with the knowledge, skills, values, and confidence to succeed in the next stage of their education and to make a positive contribution to society.

ASSESSMENT IN PSHE

We recognise that personal, social, and emotional development is ongoing, and does not always fit neatly into traditional knowledge-based assessment models. However, it remains essential to track children's progress, celebrate achievement, and ensure that the curriculum is responsive to pupil needs.

- **Formative assessment** is central to our approach and takes place throughout lessons and units. Teachers use questioning, observation, pupil discussion, peer feedback, and self-assessment to gauge understanding and identify next steps.
- **Recording learning** takes a variety of forms, including individual work in books, whole-class floor books, displays (e.g. on the PSHE/RSHE curriculum board), and digital evidence recorded on Seesaw. These provide a rich picture of progression over time.
- **Summative assessment** is built into the curriculum at key points and provides an overview of what pupils have learned and retained. This may be captured through reflection activities, end of unit quizzes, class discussions and information evidenced through start points and finish points.
- **Celebrating personal achievements** is also a key part of assessment. Children are encouraged to share successes from both inside and outside of school, which are recognised in class and assemblies, supporting their self-esteem and personal development.
- **The PSHE/RSHE Lead works in partnership with the Assessment Lead** to monitor progress across the school, using tools such as *Insight* and *CPoms* to track development, identify patterns, and ensure the curriculum continues to meet the needs of all pupils.

Assessment in PSHE is therefore holistic, focusing not only on what children know and remember, but also on how they apply their learning, demonstrate positive behaviours, and develop the skills and attributes needed for life beyond the classroom.

LEADERSHIP, MONITORING AND EVALUATION

The PSHE/RSHE Lead plays a central role in ensuring the quality, consistency, and impact of the subject across the school. Their responsibilities include:

- Reviewing pupils' learning and evaluating the quality of teaching in PSHE.
- Monitoring the planning, sequencing, and delivery of the curriculum to ensure coverage, progression, and coherence.
- Supporting colleagues in planning, teaching, and assessing PSHE, and modelling good practice where appropriate.
- Keeping staff informed of current developments in PSHE/RSHE, including updates to statutory guidance, and sharing relevant resources and training opportunities.
- Working alongside the Assessment Lead to review evidence of pupil progress and attainment in PSHE.
- Evaluating strengths in provision and identifying priorities for improvement, feeding these into the whole-school subject action plan.

Monitoring and evaluation of PSHE takes place in line with the whole-school Subject Leader Monitoring Schedule and occurs each long term. A range of strategies are used to gather evidence and inform improvement, including:

- Reviewing planning and samples of pupils' work (e.g. books, floor books, Seesaw, displays).
- Gathering pupil voice to understand how children experience and apply PSHE in and beyond lessons.
- Holding professional discussions with staff and, where appropriate, parents/carers to reflect on provision and impact.
- Undertaking learning walks and lesson visits to observe PSHE in practice and how values are embedded across school life.
- Drawing on research, guidance, and national updates to strengthen practice.
- Reviewing assessment opportunities and evidence to track progression and impact over time.

This cycle of review and reflection ensures that PSHE at Metheringham Primary School remains high-quality, responsive, and firmly embedded within the wider curriculum and personal development offer.

STAFF TRAINING AND SUPPORT

At Metheringham Primary School, we recognise that high-quality teaching of PSHE/RSHE relies on confident and well-supported staff. To ensure this, we:

- Provide regular CPD opportunities, both in-house and through external providers such as the PSHE Association, Kapow, and network meetings.
- Share updates to statutory guidance and good practice so that staff remain confident in delivering sensitive and age-appropriate content.
- Offer practical resources, modelled lessons, and planning support to enable consistency and reduce teacher workload.

- Encourage collaborative planning and peer support, enabling staff to share expertise, approaches, and strategies.
- Ensure staff feel equipped to respond appropriately to pupil questions, safeguarding issues, and sensitive topics, drawing on clear school policies and support from senior leaders.
- Review staff confidence and training needs regularly through surveys, professional discussions, and feedback following monitoring activities.

This commitment to ongoing professional development helps build consistency across year groups and ensures that all staff are confident in delivering PSHE/RSHE effectively, sensitively, and in a way that meets the needs of all pupils.

CONFIDENTIALITY

While PSHE and RSHE provide a safe space for pupils to discuss personal and sensitive issues, teachers cannot and should not promise complete confidentiality. Discussions in lessons may involve personal information that is not usually shared within the school environment.

- If a pupil discloses information that is sensitive or personal, staff will listen carefully and take the disclosure seriously.
- Pupils' requests for confidentiality will be respected wherever possible, but staff must explain that they may need to share information in order to keep the pupil or others safe.
- Information will be shared only with those who need to know, in line with the school's Safeguarding Policy, statutory guidance, and any requirements relating to child protection, police involvement, or referral to external services.
- Staff will always act in the best interests of the pupil, balancing their right to privacy with the duty to safeguard their welfare and the safety of others.
- Pupils are informed of the limits of confidentiality at the start of lessons or PSHE/RSHE topics, so they understand when and why information may need to be shared.

This approach ensures that pupils feel supported and safe while maintaining a clear and consistent safeguarding framework.

PARENT AND COMMUNITY ENGAGEMENT

At Metheringham Primary School, we recognise that PSHE and RSHE are most effective when supported by parents and the wider community. We are committed to ensuring transparency, collaboration, and opportunities for parents to be informed and involved in their children's personal development.

- **Parental communication:** We provide clear information about the PSHE/RSHE curriculum, including the topics taught each term, through newsletters, the school website, and parent meetings. This ensures parents understand what their children are learning and the purpose behind it.
- **Consultation:** Parents are consulted when developing or updating the PSHE/RSHE curriculum, giving them an opportunity to share their views and contribute to decisions about teaching

sensitive topics. Feedback is considered carefully to ensure the curriculum meets the needs of the whole school community.

- **Supporting learning at home:** Guidance, signposting and resources are shared with parents to help reinforce PSHE/RSHE learning at home. This includes practical tips for discussing relationships, wellbeing, safety, and other key topics in an age-appropriate way.
- **Community links:** We collaborate with local agencies, charities, and health professionals to provide additional expertise and support for PSHE/RSHE delivery. This enriches the curriculum and ensures pupils receive accurate, up-to-date information.
- **Transparency and opt-in information:** Parents are informed about statutory aspects of RSHE and their rights regarding curriculum content. The school makes it clear which aspects are statutory and which are supplementary, in line with government guidance.
- **Celebrating pupil learning:** Opportunities are provided for parents to engage with pupils' learning through assemblies, workshops, and displays, helping to create a shared sense of achievement and reinforcing the relevance of PSHE/RSHE to everyday life.

By fostering strong partnerships between school, parents, and the community, we ensure that pupils' personal development is supported consistently, both in and out of school, preparing them to thrive as responsible, confident, and informed individuals.

ENRICHMENT OPPORTUNITIES

At Metheringham Primary School, our PSHE curriculum is enhanced and enriched through a wide range of experiences that extend learning beyond the classroom and support the development of the whole child.

- **Workshops and visitors:** Pupils participate in specialist sessions covering topics such as first aid, puberty and relationships, road safety, conflict resolution, emotional wellbeing, respectful communication, and fire safety. We also make use of local resources, including Lincolnshire Stay Safe Partnership, Mini-First Aid, Lincolnshire Road Safety Partnership, *Just Learning* and Lincolnshire Young Voices, to provide expert input and broaden pupils' experiences.
- **Trips and visits:** Learning is reinforced through visits to local community spaces such as the library, fire station, and other relevant sites, giving children practical, real-world experiences linked to PSHE topics.
- **Clubs and extra-curricular opportunities:** A diverse programme of clubs, activities, and events supports pupils' personal development. Participation is tracked to ensure all pupils have access to enrichment opportunities and can benefit from a broad and balanced offer.
- **Assemblies:** A planned programme of assemblies reinforces PSHE themes, British Values, school values, and key social, emotional, and cultural messages throughout the year.
- **Themed weeks and campaigns:** Pupils engage in national and local campaigns that promote key PSHE messages, including Anti-Bullying Week, Road Safety Week, and Children's Mental Health Week.

- **Fundraising and community projects:** Opportunities such as Children in Need, Red Nose Day, and the Christmas Fayre encourage pupils to contribute to the wider community, develop empathy, and learn the value of charitable giving.
- **Pupil leadership roles:** Children develop responsibility, teamwork, and leadership skills through positions such as School Council, Green Ambassadors, Reading Ambassadors, Sports Crew, Digital Leaders, Happy and Healthy Ambassadors and Junior Road Safety Officers (JRSOs), giving them a voice in school decision-making and local initiatives.

These enrichment opportunities are carefully planned and monitored to ensure they complement the PSHE curriculum, reinforce learning, and provide all pupils with opportunities to develop socially, morally, spiritually, and culturally.

For further explanation as to how we approach the 9 Protected Characteristics and LGBT relationships in the PSHE (RSHE) Programme please see:

<https://www.metheringhamprimary.co.uk/page/?title=Protected+Characteristics&pid=64>

APPENDIX 1

[SEND ADAPTATIONS FOR RSHE 2025.](#)