# Knypersley First School PSHE

# & Citizenship Policy 2026-

# 2027

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| The PSHE & Citizenship Policy in respect of Knypersley First School has been consulted upon with all staff and ratified in the Summer 1 LAB Meeting |
| *Chair of Local Advisory Board:* *K. Mellor* |
| *Responsible Officer:* *Headteacher Miss L. Leese* |
| *Agreed and ratified by the Local Advisory Board on: 11.05.26* |
| *To be reviewed:* *May 2027* |

## Introduction

This Personal, Social, Health Education and Citizenship (PSHE and Citizenship) Policy outlines the school's approach to delivering a statutory-compliant, inclusive, progressive PSHE and Citizenship curriculum. It incorporates the full content of the 3D PSHE and Citizenship programme and aligns with:

- DfE Statutory Guidance 2019 (updated 2025 for 2026 implementation)
- PSHE Association Programme of Study
- Education for a Connected World (UKCIS)
- National Curriculum Science
- Keeping Children Safe in Education (KCSIE)
- Ofsted 2026 expectations

As a primary school Sex Education is not taught, except for statutory content in National Curriculum Science.

## Our Intent

Our school is a vibrant, inclusive learning community. Through PSHE and Citizenship we:

- Celebrate individuality and diversity.
- Develop emotional literacy, confidence, resilience and independence.
- Promote healthy lifestyles and mental wellbeing.
- Equip children with knowledge and skills to stay safe—offline, online, and in the community.
- Teach respect, empathy, kindness and responsibility.
- Prepare pupils for their future roles as confident, responsible, active citizens.

PSHE and Citizenship is central to whole-school development, wellbeing, behaviour and safeguarding.

## Responsiveness and Flexibility of the Curriculum

Our PSHE and Citizenship curriculum is deliberately designed to be flexible, responsive and adaptive. While it follows a clear long-term sequence, staff retain the professional responsibility and autonomy to:

- Respond in the moment to emerging safeguarding themes or pupil needs.
- Adjust lessons to address issues arising within the class, school or wider community.
- Incorporate local context, including experiences unique to our community, local priorities, or community-wide challenges.
- Respond to national events, developments or agendas, ensuring pupils receive timely, relevant and accurate information.
- Adapt the focus of teaching when specific concerns arise (e.g., online behaviour trends, wellbeing concerns, community incidents, or social pressures).

This flexibility ensures that the curriculum remains relevant, meaningful and protective, aligning with Ofsted's expectation that schools provide a context-driven, needs-led PSHE curriculum that reflects pupils' lived experiences.

## Statutory Requirements

We follow statutory guidance alongside the recommended frameworks:

- Primary Relationships Education
- Primary Health Education
- National Curriculum Science (human body & development)
- Safeguarding (KCSIE)
- Online Safety (Education for a Connected World)

Parents cannot withdraw children from:

- Statutory Relationships or Health Education
- National Curriculum Science

Should additional non-statutory content ever be considered, a parental consultation will take place.

## Curriculum Design and Structure

Our PSHE and Citizenship curriculum follows the 3D PSHE and Citizenship spiral model, ensuring that learning builds progressively from EYFS to Year 4. The curriculum is designed to be coherent, safe, age-appropriate, and fully aligned with statutory requirements.

Curriculum Structure:

The structure is built around three statutory-aligned core themes:

1. Core Theme 1: **Health and Wellbeing** – Physical health, mental wellbeing, safety, managing emotions, growing up, and understanding self.
2. Core Theme 2: **Relationships** – Healthy friendships, families, respect, inclusion, privacy, boundaries, consent foundations, and online relationships.
3. Core Theme 3: **Citizenship** (Living in the Wider World) – Rights, responsibilities, community belonging, financial education, diversity, environmental responsibility and digital citizenship.

These three themes form the national framework outlined by the PSHE Association Programme of Study, ensuring all statutory content for Relationships Education, Health Education and Citizenship is met.

## Why the Curriculum is Structured this Way:

The structure is intentional and evidence-based because:

### ➢ It Creates a Spiral Curriculum:

- Key concepts reappear regularly, increasing in depth and complexity.
- Pupils revisit learning each year to strengthen understanding and retention.

- This supports cognitive development and ensures readiness for new learning.

## It Ensures Full Statutory Compliance:

- The DfE stipulates that schools must teach Relationships Education and Health Education in a clear, progressive way.
- The three-theme model ensures all required content (e.g., mental health, online safety, respectful relationships) is taught consistently.

### ➢ It Protects Pupils Through Sequenced Safeguarding Education:

- Sensitive topics (e.g. privacy, safe touch, digital risk) are introduced gradually and at developmentally appropriate stages.
- This sequencing builds protective behaviours and supports early identification of concerns.

### ➢ It Promotes Personal Development and Citizenship:

- The structure supports the development of British Values, SMSC, and preparation for life in modern Britain.
- It encourages financial capability, critical thinking, and community participation.

### ➢ It Supports Equality, Inclusion and SEND Access:

- A consistent thematic structure enables adaptations for SEND and vulnerable pupils.
- Repetition and clarity support memory, understanding and vocabulary development.
- Staff can adapt resources within a stable, predictable framework.

### ➢ It Ensures Balance Across the Whole Curriculum:

- The structure ensures coverage of physical health, emotional health, relationships, safeguarding, digital literacy, and citizenship.
- This prevents over-emphasis on any single area and maintains curriculum breadth.

### ➢ It Reflects How Children Learn Best:

- Children benefit from learning that moves from simple to complex.
- Themes allow pupils to make connections across topics (e.g., safety in relationships and online behaviour).
- Practical, scenario-based learning is easier to embed within clear thematic units.

### ➢ How the Themes Work in Practice:

- Each Key Stage covers all three themes across each half term.
- Content is adapted to reflect age, maturity, lived experience and safeguarding needs.
- Knowledge, vocabulary and skills progress year-on-year.
- Safe Zone modules sit across all themes, reinforcing online safety, risk management and protective behaviours.

This structured, evidence-based design ensures that pupils are safe, confident, informed and prepared—both for the next stages of their education and for life beyond our school.

## Aims and Purpose of PSHE and Citizenship

The aim of PSHE and Citizenship at our school is to ensure all pupils develop the knowledge, skills, values and attributes they need to achieve, belong and thrive as individuals, family members and active citizens in modern Britain. This section sets out in greater detail what PSHE and Citizenship aims to achieve and why it is essential.

## What PSHE and Citizenship Aims to Achieve

Our curriculum aims to:

- Promote whole-child development, supporting physical, emotional, social and moral growth.
- Equip pupils with essential life skills, including decision-making, problem-solving, communication, resilience and conflict resolution.
- Develop pupils' emotional literacy, helping them recognise, name and regulate their feelings.
- Prepare pupils for the challenges of growing up, including managing change, understanding risk, and staying physically and mentally healthy.
- Enable pupils to build healthy, positive relationships and understand the importance of respect, empathy and inclusion.
- Teach pupils how to stay safe, both offline and online.
- Develop responsible citizens who understand rights, responsibilities, the rule of law, democracy, diversity and community belonging.
- Build digital resilience, enabling pupils to navigate the online world confidently and safely.
- Promote financial capability, helping children understand money, budgeting and informed decision-making.

## Why PSHE and Citizenship is Essential

PSHE and Citizenship is a statutory and safeguarding-driven subject because:

- Children today grow up in a rapidly changing world with complex pressures—social, emotional, digital and environmental.
- Schools have a legal safeguarding duty to equip pupils with protective behaviours, including understanding privacy, boundaries and online risk.
- Strong PSHE provision improves behaviour, attendance, wellbeing and readiness to learn.
- It supports the development of British Values and SMSC, both essential to wider personal development.
- It helps prepare children for transitions—between year groups, key stages and onward to middle school.
- Research shows that structured PSHE programmes lead to improved mental health, resilience, academic outcomes and lifelong wellbeing.

## How We Deliver These Aims

We achieve the aims of PSHE and Citizenship through:

- A carefully sequenced curriculum, taught weekly and embedded across school life.
- Learning that is practical, discussion-based and reflective, enabling pupils to apply new knowledge to real-world scenarios.

- High-quality resources matched to age, maturity and safeguarding needs.
- Strong integration with online safety, safeguarding, behaviour, anti-bullying and wellbeing policies.
- Adaptations and personalised approaches for SEND and vulnerable pupils, ensuring equity and access for all.
- Regular assessment and pupil voice, ensuring the curriculum remains responsive and relevant.

## CORE THEME 1: HEALTH AND WELLBEING (Enhanced)

This theme supports children's physical health, emotional wellbeing, safety, resilience and understanding of themselves.

### Physical and Mental Health

- Healthy lifestyles (food, exercise, sleep, hydration).
- Mental health: recognising, naming and managing emotions.
- Strategies for stress management and emotional regulation.

### Body Awareness and Puberty (Statutory Science)

- Understanding early body changes.
- Puberty taught strictly within **National Curriculum Science**.
- **Correct anatomical terminology** used (e.g., penis, vagina, nipples, testicles) in line with RSE Guidance and safeguarding recommendations.
- Understanding personal boundaries and privacy.

### Safety and Risk Prevention

To align with enhanced statutory expectations, pupils learn:

- Road, water, sun, and fire safety.
- Home and outdoor safety.
- First aid basics and how to respond in emergencies.
- Digital wellbeing and managing screen time.
- Recognising risks online, safe communication and reporting concerns.
- Medicines and substances (safety, smoking, alcohol contextually).

### Change, Loss and Bereavement

- Understanding and expressing feelings about change.
- Exploring loss and bereavement in age-appropriate ways.
- Identifying trusted adults who can help.

## CORE THEME 2: RELATIONSHIPS

This theme helps children build healthy, respectful relationships both offline and online.

### Healthy Relationships

- Understanding different families.
- Friendship skills, teamwork, kindness, inclusion.
- Managing conflict and repairing relationships.

### Respect and Inclusion

- Challenging stereotypes and discrimination.
- Valuing diversity in modern Britain.

### Consent, Boundaries and Privacy

- Understanding personal space and appropriate touch.
- Developing early consent foundations (saying yes/no confidently).
- Safe and unsafe secrets.

### Online Relationships and Digital Behaviour

- Online kindness and respectful communication.
- Understanding risks, unsafe contact and reporting routes.
- Managing peer influence and pressure online.

### Correct Anatomical Terminology (Safeguarding Requirement)

- Taught sensitively and factually to support safeguarding.
- No sexualised content is taught.

## CORE THEME 3: CITIZENSHIP (LIVING IN THE WIDER WORLD)

This theme prepares pupils for life in modern Britain and the wider global community.

### Citizenship and Communities

- Belonging to local, national and global communities.
- Rights, responsibilities and democratic participation.
- School council, voting and pupil voice.

### Economic Wellbeing

- Spending, saving, budgeting, needs v's wants.
- Enterprise and income.
- Online financial harms.

### Diversity and Inclusion

- Respecting difference in cultures, identities and backgrounds.
- Challenging unfair behaviour.

### Environmental Responsibility

- Sustainability and environmental care.

- How choices impact the environment.

## Media Literacy and Digital Citizenship

- Recognising fact vs opinion.
- Understanding advertising and targeted content.
- Recognising misinformation.
- Digital citizenship: ethical behaviour, online accountability and digital footprints.

## SAFE ZONE MODULES

These modules appear every year and strengthen safeguarding, digital resilience and online safety. Safe Zone modules include lessons on:

- Self-Image and Identity
- Online Relationships and Reputation
- Online Bullying
- Health, Wellbeing and Lifestyle
- Managing Online Information
- Copyright and Ownership
- Privacy and Security

This ensures full alignment with Education for a Connected World and KCSIE.

## Implementation

PSHE and Citizenship is taught through:

- Weekly discrete lessons.
- Cross-curricular links (Science, Computing, RE).
- Assemblies, theme weeks, extra-curricular clubs, community engagement.
- Use of visitors to enhance (not replace) teaching.
- Whole-school wellbeing programmes.
- Outdoor learning and pupil leadership roles.
- Our whole school positive behaviour policy.

Provision is adapted for SEND, EAL and vulnerable learners.

## Impact

Our PSHE and Citizenship curriculum is designed to have a **measurable, whole-school impact,** fully aligned with **Ofsted's Personal Development and Wellbeing strand of the Inspection Toolkit, KCSIE 2025**, and all statutory expectations for Relationships Education, Health Education and Citizenship. Impact is monitored continuously to ensure pupils are developing the knowledge, skills, attitudes and personal qualities they need to thrive.

## What Impact Looks Like for Pupils

By the end of Year 4, pupils should demonstrate:

## Strong Personal Development

- Confidence, independence and resilience when facing challenges.
- Age-appropriate emotional literacy, self-awareness and self-regulation.
- Respect for others, including those with different backgrounds, identities or beliefs.
- Understanding of fairness, equality and inclusion.
- A secure understanding of healthy lifestyles, physical health and mental wellbeing.
- Ability to make reasoned, safe decisions in real-life situations.

## Effective Safeguarding Knowledge and Protective Behaviours (KCSIE)

- Clear understanding of personal boundaries, privacy and the right to feel safe.
- Ability to identify unsafe or inappropriate behaviour.
- Knowing how to report concerns and who trusted adults are.
- Understanding of online safety risks, including cyberbullying, grooming, misinformation, gaming risks, image sharing and online harms.
- Recognition of pressure, persuasion and unhealthy influences.

## Healthy, Respectful Relationships

- Skills in cooperation, communication and conflict resolution.
- Understanding of consent foundations, personal space and respect.
- Understanding of diverse family structures and relationships.
- Ability to challenge stereotypes, discrimination or bullying behaviours.

## Citizenship, Responsibility & Community Participation

- Understanding of rights, responsibilities and the rule of law.
- Engagement in democratic decision-making (e.g., voting, pupil voice).
- Awareness of local, national and global communities.
- Appreciation of diversity, culture and the wider world.

## How We Measure Impact

Impact is monitored through **triangulation**, consistent with Ofsted's evaluation model:

### *1.* Pupil Voice

- Questionnaires, discussions and reflection activities.
- Monitoring of pupils' confidence, attitudes and sense of safety.
- Evidence of pupil understanding through scenarios, responses and behaviour.

### *2.* Work Scrutiny and Learning Evidence

- Evidence Me (photographs and videos).
- Displays.
- Work books.
- Practical activity outcomes.
- Reflective tasks.

### *3.* Staff Observation and Assessment

- Ongoing formative assessment.
- Monitoring of engagement, participation and collaboration.
- Teacher judgement using skills progression and learning outcomes.

### *4.* Behaviour, Wellbeing & Safeguarding Data

- Analysis of behaviour logs, bullying incidents and safeguarding patterns.
- Attendance data and wellbeing indicators.
- Engagement with pastoral and SEMH interventions.

### *5.* Whole-School Culture Indicators

- Positive relationships across school.
- Inclusive language and respectful interaction observed in daily routines.
- Evidence of pupils demonstrating British Values in practice.
- Quality of assemblies, enrichment, pupil leadership and community links.

### How Leaders Monitor Impact

Senior and subject leaders monitor the quality and impact of PSHE and Citizenship through:

- Learning walks, drop-ins and lesson observations.
- Curriculum coverage audits against statutory and PSHE Association frameworks.
- Safeguarding audits ensuring protective behaviours are embedded.
- Professional dialogue with staff, pupils and parents.
- Annual reports to governors/LAB on Personal Development and Safeguarding.
- Monitoring adaptations and impact of our school offer for SEND and vulnerable pupils to ensure equity.
- Tracking how PSHE contributes to reducing safeguarding concerns.

This ensures that the curriculum is high-quality, consistent and impactful, as required by Ofsted's 2026 inspection framework.

### Long-Term Impact

Effective PSHE and Citizenship ensures pupils leave Knypersley First School:

- Ready for middle school and future learning.
- Equipped with essential life skills and protective behaviours.
- Emotionally literate, resilient and able to manage change.
- Informed, responsible and respectful members of society.
- Safe, confident digital citizens.

This long-term impact supports improved wellbeing, educational outcomes and life chances.

### National Curriculum Science Links Key Stage

- Body parts, senses, and growth.
- Basic reproduction in animals.
- Hygiene and self-care.

## Key Stage 2

- Life processes, growth and reproduction.
- Puberty (Science).

## SMSC

We promote spiritual, moral, social and cultural development through:

- Reflection, imagination and curiosity.
- Understanding right/wrong and consequences.
- Collaboration, conflict resolution and community involvement.
- Appreciation of cultural diversity and the arts.

## British Values

We promote:

- Democracy
- Individual Liberty
- Rule of Law
- Mutual Respect and Tolerance

Embedded and enhanced through school culture, routines, curriculum and assemblies.

## Inclusion and Equality

The safety, welfare and wellbeing of all pupils and staff is a key priority at Knypersley First School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics including sexual orientation, gender identity, and family diversity as we prepare pupils for life in modern day Britain. We comply with the Equality Act 2010 and are committed to ensuring that our PSHE and Citizenship curriculum is fully accessible, inclusive and responsive to the needs of all pupils, including those with SEND, social, emotional and mental health needs, EAL learners, disadvantaged pupils, and the most vulnerable. Our inclusive approach ensures that every pupil can access learning meaningfully through thoughtful planning, targeted support, and high-quality adaptive teaching.

## How We Adapt the Curriculum for SEND and Vulnerable Pupils Adaptive Teaching

## and Curriculum Planning

- Lessons are designed using a Universal Design for Learning approach, offering multiple ways to access, engage with and respond to content.
- Teachers break content into smaller, manageable steps with clear, concise language and visuals.
- Key vocabulary is pre-taught, reinforced and revisited frequently.

- Concepts may be repeated or revisited across longer periods to support retention.
- SEND pupils may be provided with scaffolded resources such as sentence starters, sorting activities, matching tasks, or visual prompts

## Multi-Sensory and Alternative Communication Approaches

- Use of visuals, symbols, social stories and visual timetables to support understanding.
- Opportunities for pupils to respond verbally, through drawing, role play or objects of reference.
- Concrete, real-life examples and role-play scenarios are used to reinforce abstract PSHE concepts.

## Emotional Regulation and Safe Spaces

- Pupils who experience emotional overload can access safe spaces, dedicated calm areas or sensory resources.
- Staff use trauma-informed and emotionally-aware approaches to ensure pupils feel secure and able to participate.
- Adaptations include shorter task times, reduced sensory load, or increased structure.

## Targeted Adult Support

- Staff provide sensitively delivered support, maintaining high expectations while encouraging independence.
- Staff ensure that discussions are accessible but not intrusive, especially for pupils with ACEs (Adverse Childhood Experiences) or social-care involvement.
- Pre-learning and over-learning opportunities are used to embed core concepts.

## Personalised Safeguarding and Safety Education

- Vulnerable pupils may receive enhanced teaching around protective behaviours, safe relationships, boundaries and reporting concerns.
- Teaching is always developmentally appropriate, using concrete examples and repetition.

## Adaptation for Cognition and Learning Needs

- Complex ideas such as consent, privacy, discrimination or online risk are broken down with simplified explanations and visual metaphors.
- Activities may be shortened, practical, or delivered in small groups.
- Learning outcomes are adapted to match each pupil's cognitive profile.

## Adaptation for Communication and Language Needs

- Teachers model clear, simple vocabulary and check understanding regularly.
- Visual symbols, Makaton, PECs or communication boards may be used.
- Pupils are given extended thinking time.

## Working with Families and Specialists

- Adaptations may be informed by EHCPs, SEN Support Plans, EP recommendations, SALT guidance or external professionals.

- Staff work closely with parents/carers to ensure that sensitive content is delivered appropriately for individual pupils.

## Monitoring of Inclusion and Impact

- Teachers, SENDCo and SLT regularly monitor engagement, emotional responses, progress and wellbeing of SEND/vulnerable pupils.
- Adjustments are reviewed regularly to ensure they remain effective.

These approaches ensure the PSHE and Citizenship curriculum is fully inclusive, promotes equity, and enables every pupil to develop essential knowledge, skills and confidence to achieve, belong and thrive.

## Assessment, Recording & Reporting

Assessment, Recording and Reporting includes:

- Evidence Me photos/videos.
- EYFS observations captured using Evidence Me (Development Matters).
- KS1/KS2 teacher assessment.
- Pupil reflection.
- Annual reports to parents.

## Pastoral Support

We provide:

- 1:1 and small-group wellbeing support (e.g., worry boxes, personal check-ins, MHST sessions)
- Strategies to support children to develop emotional regulation and resilience, through our quality first teaching offer, the use of calm corners and our zones of regulation.
- SEMH Graduated Response and external referrals where needed.
- MHST Support.

## Use of Visitors

Visitors may include emergency services, school nurses, and specialist educators. They:

- Enhance but never replace planned PSHE teaching.
- Must comply with school safeguarding procedures.

## Dealing with Difficult Questions

Staff:

- Use clear ground rules.
- Provide age-appropriate and sensitive responses.
- Use professional judgment.
- Follow safeguarding routes for disclosures.

## Confidentiality & Safeguarding

- Staff cannot promise confidentiality.
- Concerns are reported to DSL/DDSL.
- Pupils are encouraged to talk to trusted adults.
- External helplines are signposted when appropriate.

## Parental and Community Engagement

We recognise that PSHE and Citizenship education is most effective when it is delivered in strong partnership with parents, carers and the wider community. Engagement is carefully planned, consistent, proactive and responsive to ensure families feel well-informed, confident and included in curriculum delivery.

## Working in Partnership with Parents and Carers

We are committed to maintaining open communication with families by:

- Sharing curriculum information, e.g., sharing progression documents, what makes a good citizen, lesson pathways and unit pathways etc. through the school website.
- Offering parent workshops.
- Ensuring parents are aware of the statutory nature of Relationships Education, Health Education and safeguarding content.
- Responding to parental questions, concerns or requests for clarification promptly and sensitively.

## Consultation on the PSHE and Citizenship Policy

We are committed to ongoing consultation and transparency when reviewing or updating this policy. Consultation may include:

- Inviting parent/carer feedback via surveys when the policy is reviewed.
- Providing opportunities for parents to discuss the policy with school leaders.
- Sharing draft changes with the Local Advisory Board (LAB) prior to ratification.
- Considering local safeguarding intelligence, community concerns and emerging national priorities when adjusting content.
- Engaging with Local Authority advisors, safeguarding partners and relevant professionals where appropriate.

This approach ensures that the policy reflects the needs, views and experiences of our school community while remaining compliant with statutory requirements.

## Community Partnerships and External Agencies

We work closely with a wide range of community partners to enhance children's personal development and safeguarding awareness, including:

- Local police and PCSOs (e.g., online safety, anti-bullying, community safety).
- School nursing teams (e.g., health education, hygiene, wellbeing support).
- Fire service (e.g., fire safety, risk prevention).
- Local charities and organisations (e.g., mental health, wellbeing, diversity and inclusion).
- Children's services and early-help providers.

These organisations may contribute to the curriculum but never replace teacher-led provision, ensuring teaching remains consistent and safeguarded.

## Community Responsiveness

Our engagement approach is deliberately flexible so that we can:

- Respond to community-wide incidents, concerns or emerging trends.
- Work with families when specific wellbeing or safeguarding themes arise.
- Offer additional guidance, workshops or communications to parents as needed.

This ensures that PSHE remains relevant, preventative and aligned with safeguarding updates.

Through Picture News sessions, we focus on one of the British values that link to the 'news'. This allows our pupils to accept and engage in British Values in a meaningful and relevant way. Coverage is broad and includes current news stories about the environment, religion, politics and culture both nationally and globally. The sessions also include social, ethical and moral issues and our pupils have the opportunity to look at the civil and criminal law of England. Children are given the opportunity to be reflective about their own beliefs and show respect for the beliefs, faiths, feelings and values of others. Through the use of Picture News, we can help keep our children up to date with the fast-changing world around them and challenge their ideas and pre-conceptions. Ultimately, this will help to broaden their horizons and enable our pupils to deal with the modern world.

## Communication with Families

We communicate regularly through:

- School newsletters.
- Updates on our website and digital platforms.
- 'Welcome to' meetings for each year group.
- Parent evenings and informal conversations.

Parents and carers are encouraged to contact the school at any time if they have questions about the PSHE and Citizenship curriculum or wish to discuss how specific content will be taught.

## Linked Policies

- Safeguarding & Child Protection including Prevent
- Behaviour
- Anti-Bullying
- Equal Opportunities
- SEND
- Computing & Online Safety
- Artificial Intelligence
- Health & Safety
- RE
- PE
- Science
- Marking & Feedback
- Confidentiality Policy

## Monitoring and Review

This policy is reviewed every two years by:

- Headteacher/CEO
- PSHE and Citizenship Subject Leader
- Local Advisory Board

Earlier review may occur if legislation or local need requires it.