



St. James' Church of England Primary School Lower Darwen

**'Building One Faith, One
Family,
Our Future'**

PSHE and Citizenship Policy

Revised by L Bryan – Summer 2026
Approved by Governors –

Review Date – Autumn 2027

Foundation, Vision and Intent



St James' C of E Primary School
Lower Darwen



Building One Faith, One Family, Our Future

"We offer a holistic curriculum that champions our community and is aspirational."

Nurturing every child to flourish through...

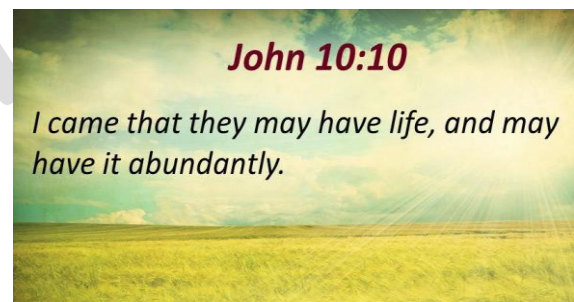
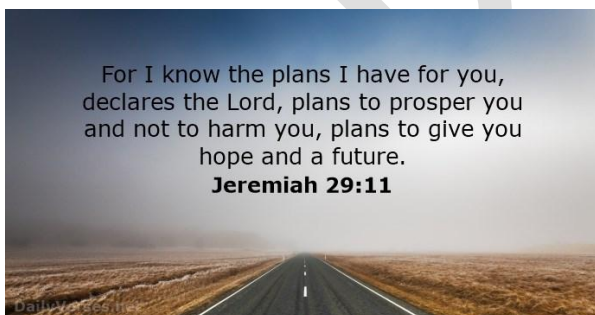
faith
enrichment
pupil voice
curriculum
SKATS
wellbeing
oracy
inclusion

John 10:10

Our School Values

Jeremiah 29:11

Love Compassion Truth Forgiveness Justice Thankfulness



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

PSHE & Citizenship Policy

St James' Church of England Primary School

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1. Vision and Christian Distinctiveness

'I have come that they may have life, and have it to the full.'

John 10:10

At St James' Church of England Primary School, we believe that every child is uniquely created in the image of God and is deeply loved, valued and respected. Guided by our vision of **Building One Faith, One Family, Our Future**, we are committed to providing a nurturing, inclusive and aspirational environment where every member of our school community is encouraged to flourish academically, spiritually, socially, emotionally and morally.

Our PSHE and Citizenship curriculum plays a central role in achieving this vision. It equips pupils with the knowledge, understanding, skills and character needed to lead healthy, happy and fulfilling lives while developing the confidence to contribute positively to their communities and the wider world. We believe that education is about far more than academic achievement; it is about enabling children to become compassionate, respectful, responsible and courageous individuals who recognise both their own God-given worth and the dignity of others.

Rooted in the teachings of Jesus, our curriculum reflects our Christian values of **love, truth, compassion, justice and forgiveness**. These values underpin every aspect of school life and are woven throughout our curriculum, worship, relationships and daily interactions. Through carefully planned learning experiences, children develop empathy, integrity, resilience and a strong sense of social responsibility, enabling them to build positive relationships and make wise, informed choices.

As a Church of England school, we recognise that every child's voice matters. Through discussion, reflection, worship and collaborative learning, pupils are encouraged to explore different viewpoints respectfully, think critically about the world around them and understand their responsibility to care for themselves, others and God's creation.

Our PSHE curriculum supports our pupils to live well today while preparing them for the opportunities, responsibilities and experiences of later life. We aspire for every child to leave St James' as a confident, respectful and compassionate young person who is ready to flourish in modern Britain and who understands that they can make a positive difference in God's world.

2. Policy Statement

Personal, Social, Health and Economic (PSHE) education is at the heart of life at St James' Church of England Primary School. We believe that high-quality PSHE education is fundamental to pupils' personal development and wellbeing, enabling them to become healthy, independent, responsible and active members of society.

Our curriculum enables pupils to develop the knowledge, understanding, attributes and practical skills they need to manage their lives now and in the future. Through high-quality teaching and meaningful discussion, pupils learn how to build positive relationships, recognise and manage emotions, make informed decisions, stay physically and mentally healthy, keep themselves safe, contribute positively to their communities and develop respect for people whose lives may be different from their own.

From September 2026, St James' delivers its PSHE curriculum through the **Kapow Primary RSE & PSHE Scheme of Work**, which provides a carefully sequenced, knowledge-rich curriculum from Reception to Year 6. The scheme fully supports the statutory requirements for Relationships Education and Health Education while providing a comprehensive programme of wider PSHE and Citizenship education. Learning is organised through a progressive spiral curriculum, enabling pupils to revisit key concepts with increasing depth and maturity as they move through school. This ensures that knowledge, skills and vocabulary are built systematically over time while allowing teachers flexibility to respond to the needs of individual classes and pupils.

The PSHE curriculum at St James' extends beyond discrete lessons. Opportunities to develop pupils' personal, social and emotional wellbeing are embedded throughout school life through collective worship, Picture News, pupil leadership opportunities, educational visits, enrichment activities, online safety learning, safeguarding education and our wider culture of kindness, respect and service. Together, these experiences enable children to flourish as confident learners and compassionate members of society.

3. Legal Framework

This policy has been developed in accordance with current legislation and guidance and reflects the statutory responsibilities of schools from **September 2026**. It should be read alongside other relevant school policies, including the Relationships, Sex and Health Education (RSHE) Policy, Safeguarding and Child Protection Policy, Behaviour

Policy, Equality Policy, Online Safety Policy, SEND Policy, Anti-Bullying Policy and Collective Worship Policy.

This policy has due regard to, but is not limited to, the following legislation and statutory guidance:

- Children and Social Work Act 2017
- Education Act 2002
- Education Act 1996
- Equality Act 2010
- Public Sector Equality Duty
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Statutory Guidance – September 2026)
- Teaching Online Safety in Schools
- The National Curriculum for England
- Statutory Framework for the Early Years Foundation Stage
- Church of England Vision for Education and associated guidance relating to Relationships and Sex Education.

Although PSHE education itself is not currently a statutory National Curriculum subject, it is an essential part of a broad and balanced education. Through our PSHE curriculum, we fulfil statutory requirements for Relationships Education and Health Education, whilst also providing high-quality learning in citizenship, economic wellbeing and wider personal development. This enables pupils to develop the knowledge, understanding, skills and attributes needed to thrive both now and in later life.

The school recognises that Relationships Education and Health Education are statutory subjects. The school's separate RSHE Policy provides further information regarding statutory Relationships, Sex and Health Education, parental consultation and parental rights in relation to sex education.

As a Church of England school, we recognise our responsibility to provide education which is academically rigorous, developmentally appropriate and rooted in Christian values. Our curriculum reflects both our statutory duties and our commitment to nurturing every child to flourish as a unique individual created in the image of God.

Definitions

PSHE

Personal, Social, Health and Economic (PSHE) education supports pupils to develop the knowledge, skills and attributes needed to lead healthy, safe and fulfilling lives.

Relationships Education

The statutory teaching of healthy relationships, friendships and families.

Health Education

The statutory teaching of physical health, mental wellbeing and healthy lifestyles.

Citizenship

Learning about rights, responsibilities, democracy and contributing positively to society.

4. Intent

At St James' Church of England Primary School, we believe that Personal, Social, Health and Economic (PSHE) education empowers children to understand themselves, value others and make positive contributions to the communities in which they live. Our curriculum has been carefully designed to develop the knowledge, skills, attributes and character needed for pupils to lead safe, healthy, happy and fulfilling lives.

Our curriculum aims to enable pupils to:

- develop secure physical, emotional, social and mental wellbeing;
- build positive, healthy and respectful relationships;
- understand how to keep themselves safe, both offline and online;
- develop resilience, self-confidence and independence;
- recognise and celebrate diversity whilst treating everyone with dignity and respect;
- make informed and responsible choices;
- understand their rights and responsibilities as members of society;
- develop empathy, compassion and integrity;
- become active, responsible citizens who positively contribute to their local, national and global communities.

Our curriculum is rooted firmly within our Christian vision of **Building One Faith, One Family, Our Future**. Through carefully planned learning experiences, pupils develop the confidence to ask questions, explore different viewpoints respectfully and make thoughtful decisions based upon knowledge, wisdom and compassion.

The curriculum has been designed using the **Kapow Primary RSE & PSHE Scheme of Work**, which provides a carefully sequenced, progressive curriculum from Reception to Year 6. Learning follows a spiral curriculum model in which key concepts are revisited throughout pupils' primary education with increasing depth, allowing children to build secure knowledge whilst making meaningful connections between previous and new learning. This approach ensures continuity from the Early Years Foundation Stage through to Key Stage Two, supporting long-term retention and sustained personal development.

Alongside discrete PSHE lessons, our curriculum is enriched through collective worship, Picture News, pupil leadership opportunities, educational visits, charity work, celebration events, online safety education and wider opportunities that enable children to put their learning into practice. These experiences help pupils understand that their actions have the power to positively influence the lives of others and the wider world.

5. Curriculum Aims

Our PSHE and Citizenship curriculum aims to ensure that every pupil:

Flourishes as an individual

Children develop confidence, resilience and emotional wellbeing, recognising their own strengths whilst understanding that everyone has unique talents, abilities and qualities given by God.

Builds healthy relationships

Pupils learn how to establish and maintain positive relationships based upon kindness, honesty, trust, respect and forgiveness. They develop communication skills which enable them to resolve conflict appropriately and show empathy towards others.

Lives safely and healthily

Children develop the knowledge needed to make informed choices about their physical health, mental wellbeing, personal safety and online behaviour. They understand how to seek help whenever they need it and recognise trusted adults who can support them.

Becomes a responsible citizen

Pupils learn about democracy, diversity, equality, environmental responsibility, financial awareness and community participation, preparing them to contribute positively to modern Britain whilst respecting the beliefs, backgrounds and experiences of others.

Develops wisdom and critical thinking

Children are encouraged to ask thoughtful questions, evaluate information, challenge stereotypes respectfully and make informed decisions based upon evidence, values and compassion.

Is prepared for future life

Our curriculum equips pupils with the knowledge, understanding and personal attributes needed to navigate an increasingly complex world with confidence, integrity and hope. Through progressive learning, pupils leave St James' well prepared for secondary education and equipped with the skills to flourish throughout their lives.

Kapow Primary's curriculum supports these aims by developing pupils' knowledge, skills and attributes through carefully planned learning that promotes emotional literacy, resilience, safeguarding, healthy relationships, respect for diversity and responsible citizenship. Its progressive structure enables children to revisit important concepts over time, ensuring secure understanding and increasing independence as they move through the school.

6. Curriculum Design

At St James' Church of England Primary School, our PSHE and Citizenship curriculum has been carefully designed to ensure that all pupils develop the knowledge, skills, understanding and personal attributes needed to flourish both now and in later life. We recognise that personal development is a lifelong journey and therefore provide a curriculum that is progressive, ambitious and responsive to the needs of our pupils.

From September 2026, the school delivers PSHE through the **Kapow Primary RSE & PSHE Scheme of Work**, which provides a carefully sequenced curriculum from Reception to Year 6. The scheme fully meets the statutory requirements for

Relationships Education and Health Education whilst also providing comprehensive coverage of wider PSHE and Citizenship education.

The curriculum follows a **spiral model**, enabling pupils to revisit key concepts throughout their primary education. Each revisit builds upon prior learning, increasing both the depth of knowledge and the level of challenge as pupils mature. This approach supports long-term retention, strengthens understanding and enables children to make meaningful connections between different areas of learning.

Learning begins within the Early Years Foundation Stage through the statutory Personal, Social and Emotional Development curriculum. Kapow Primary ensures continuity by building upon the EYFS themes of **Self-Regulation, Managing Self and Building Relationships**, creating a seamless transition into Key Stage One and beyond. As pupils progress through school, these strands continue to underpin learning, ensuring personal development remains central to the curriculum.

The curriculum has been organised into carefully sequenced key areas which are revisited throughout pupils' time at St James'. These areas allow children to deepen

their understanding whilst developing increasingly sophisticated knowledge, vocabulary and skills.

Our curriculum provides opportunities for pupils to:

- understand and manage their physical and mental wellbeing;
- develop healthy, respectful and positive relationships;
- recognise and respond appropriately to risk;
- understand their rights and responsibilities within society;
- develop financial awareness and citizenship;
- become responsible digital citizens;
- appreciate diversity and celebrate difference;
- care for God's world through responsible and sustainable choices.

Whilst Kapow provides the structure for our curriculum, teachers respond to the needs of individual cohorts, current issues and safeguarding priorities. This ensures learning remains relevant whilst maintaining full curriculum coverage.

Our curriculum is further enriched through collective worship, Picture News, themed days, educational visits, visitors, charitable fundraising, pupil leadership opportunities,

online safety events, Anti-Bullying Week, Children's Mental Health Week, Road Safety Week and wider opportunities for pupils to apply their learning in meaningful contexts.

7. Curriculum Content

The PSHE and Citizenship curriculum has been designed to progressively develop pupils' knowledge, understanding, skills and personal attributes through a broad range of carefully planned learning experiences.

Kapow Primary organises learning into progressive key areas which ensure complete coverage of statutory Relationships Education and Health Education whilst also supporting wider personal development.

Throughout Key Stage One and Key Stage Two, pupils revisit the following key areas:

My Healthy Self

Pupils develop an understanding of physical health, mental wellbeing, healthy lifestyles, emotional literacy and self-care. They learn strategies to support positive mental health, recognise emotions and understand how healthy choices contribute to overall wellbeing.

Connecting with Others

Children learn how to build healthy friendships, recognise respectful relationships, understand different family structures and develop the communication skills needed to resolve conflict, show empathy and establish positive relationships with others.

The Online World

Pupils learn how to use technology safely, respectfully and responsibly. They develop an understanding of online relationships, digital footprints, privacy, misinformation and how to seek support if something online makes them feel uncomfortable or unsafe.

Citizenship

Children develop an understanding of democracy, communities, environmental responsibility, financial awareness, human rights and how they can contribute positively to society. Through this learning, pupils begin to understand that they have the ability to influence positive change within their school, local community and wider world.

Health Protection

Pupils learn how to keep themselves healthy and safe, including understanding hygiene, vaccinations, illness prevention, first aid awareness and how to access appropriate support when needed.

Staying Safe

Children develop the knowledge and confidence needed to recognise risk, understand personal boundaries, stay safe in different environments and know how to seek help if they feel worried or unsafe.

Growing Up

As pupils mature, they learn about physical and emotional changes associated with growing up in an age-appropriate and sensitive manner. This prepares pupils for puberty and supports their understanding of healthy development, self-respect and personal dignity.

Where appropriate, Year 6 pupils may also access the optional Kapow Primary Sex Education unit, in accordance with the school's RSHE Policy and statutory guidance. Parents retain the right to request withdrawal from the non-statutory elements of this unit. This is outlined in detail within the school's RSHE Policy.

8. Teaching and Learning

At St James' Church of England Primary School, we believe that pupils learn best within an environment where they feel safe, respected and valued. We are committed to creating classrooms in which all children are encouraged to participate confidently, ask questions, share ideas and respectfully consider the views of others.

Teachers establish clear ground rules which promote kindness, confidentiality (within safeguarding expectations), active listening and mutual respect. Sensitive issues are handled with care, recognising that pupils come from a wide variety of backgrounds and experiences.

Lessons are carefully planned using the Kapow Primary scheme and include a range of engaging teaching approaches to ensure learning is accessible to all pupils. These include:

- whole-class discussion;
- partner talk and collaborative learning;
- role play and scenario-based learning;
- retrieval practice;
- questioning and enquiry;
- problem-solving activities;
- structured reflection;
- independent application;
- opportunities for self and peer assessment.

At St James', we place a strong emphasis on **oracy**. Pupils are encouraged to articulate their thinking using ambitious vocabulary, justify opinions with confidence, respectfully challenge ideas and develop the communication skills needed to become thoughtful, compassionate citizens. Teachers model high-quality spoken language, explicitly teach

subject-specific vocabulary and provide regular opportunities for pupils to rehearse, discuss and apply new learning through purposeful talk.

Learning extends beyond discrete PSHE lessons and is reinforced through our wider curriculum, collective worship, Picture News, enrichment opportunities and everyday interactions across school life. This ensures that pupils are able to apply their knowledge in authentic situations and recognise the relevance of their learning beyond the classroom.

9. Adaptive Teaching, Inclusion and SEND

At St James' Church of England Primary School, we believe that every child is uniquely created in the image of God and deserves to experience success, belonging and the opportunity to flourish. We are committed to ensuring that our PSHE and Citizenship

curriculum is fully inclusive and accessible to all pupils, regardless of their starting points, abilities, backgrounds or additional needs.

Our curriculum has been designed to reflect the principles of equity rather than equality. Whilst all pupils work towards the same ambitious curriculum outcomes, teachers adapt learning to ensure every child can access, participate in and achieve success within lessons.

Kapow Primary has been carefully designed with adaptive teaching embedded throughout. Every lesson includes guidance to support teachers in adapting activities and learning experiences to meet the needs of all learners whilst maintaining high expectations. This enables pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) and other additional needs to fully engage with the curriculum.

Teachers use a range of adaptive teaching strategies, including:

- carefully scaffolded activities;
- clear modelling and worked examples;
- explicit teaching of new vocabulary;
- visual supports and prompts;
- structured discussion opportunities;
- collaborative and independent learning;
- flexible grouping;
- chunked instructions to reduce cognitive load;
- retrieval activities to reinforce prior learning;
- appropriate challenge for all learners.

Lessons incorporate a variety of teaching approaches to meet different learning needs, including discussion, role play, practical activities, visual resources, collaborative learning and opportunities for reflection. This multi-sensory approach enables all pupils to engage with learning in ways which best support their understanding and confidence.

Teachers know their pupils well and adapt lessons appropriately, taking account of pupils' age, maturity, prior experiences and emotional readiness. Sensitive content is

delivered with care and professionalism, ensuring pupils feel safe, respected and supported throughout their learning.

Where appropriate, staff work collaboratively with parents, SEND professionals and external agencies to ensure individual pupils receive appropriate support whilst maintaining access to the full curriculum wherever possible.

We firmly believe that every child should leave St James' equipped with the knowledge, understanding and confidence to lead safe, healthy and fulfilling lives.

10. Equality, Diversity and Protected Characteristics

At St James' Church of England Primary School, we are committed to promoting equality, dignity and respect for every individual. Guided by our Christian vision and values, we teach children that every person is uniquely created and loved by God and should therefore be treated with kindness, compassion and respect.

Our curriculum reflects the requirements of the Equality Act 2010 and actively promotes the protected characteristics in an age-appropriate manner. Through carefully planned learning, pupils develop an understanding that whilst people may have different backgrounds, beliefs, experiences and lifestyles, everyone deserves to be treated fairly and with dignity.

Within our PSHE curriculum, pupils learn to:

- respect differences between people;
- recognise and challenge stereotypes;
- value diversity within modern Britain;
- understand the importance of inclusion;
- develop empathy and compassion;
- challenge prejudice and discrimination appropriately;
- recognise the importance of equality and fairness.

Learning reflects a diverse society and includes a wide range of families, cultures, communities and experiences. Resources have been carefully selected to ensure pupils see themselves represented whilst also developing an appreciation of lives and experiences that may be different from their own.

As a Church of England school, we recognise that there may be differing beliefs and viewpoints on some aspects of PSHE and RSHE. Our teaching is rooted in Christian values whilst remaining inclusive, factual and respectful of the law. Pupils are encouraged to express their views thoughtfully, listen respectfully to others and understand that disagreement should never result in discrimination, prejudice or unkindness.

Teachers remain politically impartial and present sensitive issues in a balanced, age-appropriate manner, encouraging pupils to think critically and develop informed opinions whilst maintaining respect for others.

We expect all members of our school community to uphold our Christian values of love, truth, compassion, justice and forgiveness in every interaction.

11. Vocabulary Development and Oracy

At St James' Church of England Primary School, we recognise that language is fundamental to learning. The ability to understand and confidently use appropriate vocabulary enables pupils to communicate effectively, articulate their thoughts clearly and engage meaningfully with the world around them.

Our PSHE curriculum places significant emphasis on the explicit teaching and progressive development of vocabulary. Through the Kapow Primary scheme, pupils encounter carefully planned subject-specific vocabulary which is revisited and developed throughout their primary education. Vocabulary is introduced in meaningful contexts, revisited regularly and applied through discussion, reflection and practical activities to ensure secure understanding and long-term retention. Kapow distinguishes between receptive vocabulary (words pupils understand) and expressive

vocabulary (words pupils confidently use), allowing teachers to build language progressively.

Teachers explicitly model ambitious vocabulary and provide regular opportunities for pupils to:

- hear new vocabulary used accurately;
- discuss ideas using subject-specific language;
- explain their thinking using increasingly sophisticated language;
- ask thoughtful questions;
- justify opinions respectfully;
- summarise key learning;
- reflect on their own understanding.

Vocabulary is carefully sequenced across the curriculum and includes language relating to emotional wellbeing, relationships, citizenship, online safety, physical health, safeguarding and personal development. Correct scientific and anatomical terminology is taught where appropriate in line with statutory guidance and pupils' developmental stage.

Developing pupils' spoken language is a priority across our curriculum. High-quality oracy supports pupils to become confident communicators who can listen attentively, express themselves clearly and participate positively within discussions.

Within PSHE lessons pupils regularly:

- participate in structured discussion;
- work collaboratively with partners and groups;
- role play different scenarios;
- explore different viewpoints respectfully;
- present ideas confidently;
- develop active listening skills;
- build confidence when speaking to different audiences.

These opportunities support pupils in becoming articulate, respectful and reflective individuals who are able to communicate with confidence both within school and beyond.

12. Digital Literacy and Online Safety

Preparing pupils for life in an increasingly digital world is an integral part of our PSHE curriculum. We recognise that technology provides many valuable opportunities whilst also presenting risks that children must be equipped to manage safely and responsibly.

Digital literacy is woven throughout our curriculum and complements the school's Computing curriculum. Pupils develop the knowledge, understanding and judgement needed to navigate online environments safely, respectfully and responsibly. Learning supports the Government's *Teaching Online Safety in Schools* guidance and, when taught alongside Kapow Computing, contributes towards the expectations of *Education for a Connected World*.

Pupils learn to:

- recognise online risks;
- protect their personal information;
- develop positive online relationships;
- identify misinformation;
- understand digital footprints;
- report concerns appropriately;
- seek support from trusted adults;
- behave respectfully when communicating online.

Online safety learning is reinforced through Computing lessons, collective worship, safeguarding activities, national awareness events and regular communication with parents, ensuring children receive consistent messages throughout their time at St James'.

13. Personal Development

At St James' Church of England Primary School, we believe that education is about developing the whole child. Alongside academic achievement, we are committed to nurturing pupils who are emotionally resilient, socially responsible, spiritually aware and equipped to make positive contributions to society.

Our PSHE and Citizenship curriculum makes a significant contribution to pupils' personal development by enabling them to develop the knowledge, understanding and

character needed to flourish throughout their lives. Through carefully planned learning experiences, pupils develop confidence, independence, resilience and self-belief whilst learning how to manage challenges positively and seek support when needed.

Personal development is not confined to discrete PSHE lessons but is embedded throughout every aspect of school life. Children are provided with meaningful opportunities to develop leadership, responsibility and service through:

- Collective Worship;

- Picture News discussions;
- School Council and pupil leadership roles;
- Eco initiatives and environmental projects;
- charitable fundraising and community engagement;
- educational visits and visitors;
- themed curriculum days;
- sporting competitions;
- buddy systems and collaborative learning;
- wider enrichment opportunities.

These experiences encourage pupils to develop a strong moral compass, recognise their responsibilities towards others and understand that they can make a positive difference within their school, local community and the wider world.

Our curriculum also supports pupils in developing positive mental health by promoting self-awareness, emotional literacy, resilience and healthy coping strategies. Children learn that experiencing a range of emotions is a normal part of life and develop confidence in recognising when they or others may need support.

As pupils move through school, they increasingly develop independence, personal responsibility and the confidence to make informed decisions which positively influence both their own lives and the lives of others.

14. Spiritual, Moral, Social and Cultural Development (SMSC)

Our PSHE curriculum makes a substantial contribution to pupils' Spiritual, Moral, Social and Cultural development and reflects the Christian vision and values that underpin life at St James'.

Spiritual Development

Pupils are encouraged to reflect upon their own beliefs, values and experiences whilst developing a sense of awe, wonder and appreciation for the world around them. Through discussion, reflection and worship, children develop an understanding of their own identity, recognise their unique worth as individuals created by God and consider how their actions influence others.

Moral Development

Children develop an understanding of right and wrong, fairness, justice and responsibility. They explore ethical issues, learn to make informed choices and understand that actions have consequences. Opportunities are provided for pupils to consider moral dilemmas, evaluate different viewpoints and make decisions guided by compassion, integrity and respect.

Social Development

Our curriculum enables pupils to develop the skills needed to build positive relationships, communicate effectively, resolve conflict peacefully and work

collaboratively with others. Children learn how to contribute positively to school life, value teamwork and appreciate the importance of serving others within their communities.

Cultural Development

Pupils develop an appreciation of the diverse cultures, traditions and beliefs represented within Britain and across the wider world. Through learning about different communities, experiences and perspectives, children develop empathy, challenge stereotypes and celebrate diversity whilst remaining rooted within the Christian ethos of our school.

Together, these opportunities prepare pupils to become compassionate, thoughtful and responsible members of modern Britain.

15. British Values

The promotion of British Values is fundamental to our curriculum and school ethos. Through PSHE and wider school life, pupils develop an understanding of the values that underpin modern British society whilst recognising that these values complement our Christian vision and values.

Our curriculum actively promotes:

Democracy

Children experience democracy through pupil voice opportunities, School Council elections, class discussions and collaborative decision-making. They learn that every voice matters and that respectful participation strengthens communities.

The Rule of Law

Pupils develop an understanding that rules and laws exist to protect individuals and communities. They explore the importance of responsibility, fairness and justice whilst recognising the role of laws within society.

Individual Liberty

Children are encouraged to make informed choices, express their views respectfully and develop independence whilst recognising that freedom comes with responsibility.

Mutual Respect

Respect is central to every aspect of school life. Pupils learn to value themselves and others, appreciating that everyone deserves kindness, dignity and fairness regardless of background or belief.

Tolerance of Different Faiths and Beliefs

As a Church of England school, we celebrate diversity and encourage pupils to develop understanding, empathy and respect towards people of all faiths, beliefs and

backgrounds. Children learn that whilst people may hold different beliefs or opinions, everyone should be treated with dignity and compassion.

British Values are reinforced through our curriculum, collective worship, daily interactions and the wider life of the school, enabling pupils to become active, respectful and responsible citizens.

16. Assessment

Assessment within PSHE and Citizenship is formative, purposeful and ongoing. Its primary purpose is to inform teaching, identify misconceptions and support pupils in making meaningful progress from their individual starting points.

Recognising that pupils enter school with differing life experiences and prior knowledge, assessment focuses upon the progress each child makes over time rather than comparison with others.

Teachers assess learning through a range of approaches, including:

- skilled questioning;
- retrieval practice and recap activities;
- observation of learning;
- discussion and dialogue;
- pupil explanations;
- collaborative activities;
- reflective tasks;
- self-assessment;
- peer assessment;
- teacher judgement.

Kapow Primary provides opportunities for formative assessment throughout every lesson. Retrieval activities at the beginning of lessons enable teachers to assess prior learning, whilst strategic pause points, discussion opportunities and reflective plenaries allow teachers to adapt teaching in response to pupils' understanding. Knowledge Catchers and assessment materials support teachers in monitoring progression across each unit whilst maintaining a focus upon individual pupil development.

Assessment information is used to:

- inform future planning;
- identify misconceptions;
- provide appropriate challenge;
- support adaptive teaching;
- monitor curriculum coverage;
- evaluate curriculum effectiveness.

The impact of the curriculum is also evaluated through pupil voice, work scrutiny, lesson visits and discussions with staff and governors.

17. Roles and Responsibilities

The Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory responsibilities relating to PSHE and Citizenship. Governors monitor the effectiveness of the curriculum through regular reports from the Headteacher and Subject Leader and ensure that the curriculum reflects statutory guidance, the Christian vision of the school and the needs of the pupils.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for ensuring that the curriculum is effectively planned, resourced and monitored. The Headteacher supports staff in delivering high-quality PSHE education and ensures that safeguarding procedures are followed at all times.

The PSHE Subject Leader

The Subject Leader is responsible for:

- leading the strategic development of PSHE;
- monitoring curriculum implementation;
- supporting colleagues with planning and delivery;
- maintaining high-quality resources;
- monitoring assessment information;
- evaluating pupil outcomes;
- leading professional development;
- keeping up to date with statutory guidance and curriculum developments;
- reporting to governors;
- promoting the profile of PSHE across the school.

Teachers

Teachers are responsible for delivering high-quality PSHE lessons in accordance with this policy, adapting learning to meet the needs of all pupils and creating an environment in which children feel safe to learn, discuss and ask questions.

Teachers are expected to:

- model positive relationships;
- establish respectful classroom expectations;
- use accurate subject vocabulary;
- promote inclusion and equality;
- identify safeguarding concerns;
- maintain high expectations for all learners.

Parents and Carers

Parents and carers are recognised as children's first educators. We value strong partnerships with families and seek to work collaboratively to support pupils' personal development. Information about the curriculum is shared through the school website, curriculum overviews and wider communication, enabling parents to support learning at home.

18. Monitoring, Evaluation and Review

The quality of PSHE education is monitored regularly to ensure that pupils receive a high-quality, ambitious and inclusive curriculum.

Monitoring activities may include:

- lesson visits;
- learning walks;
- pupil voice;
- teacher discussions;
- work scrutiny;
- planning scrutiny;
- assessment analysis;
- governor monitoring;
- curriculum reviews.

The Subject Leader evaluates the effectiveness of the curriculum by considering pupil outcomes, staff feedback and current educational developments. Findings are used to inform the School Development Plan and subject action planning.

This policy will be reviewed annually, or sooner should statutory guidance or local circumstances require.

Appendices

Appendix A

[Progression of knowledge and skills](#)

Appendix B

[Long Term Plan](#)

Appendix C

[Vocabulary Progression](#)