

Policy for Personal, Social and Health Education (PSHE)



Our Mission

'At SS John and Monica's, we learn through the example of Jesus to love, respect, understand and value each other.'

Purpose and statutory context

PSHE education at SS John & Monica's supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. It is rooted in our Catholic mission and in the dignity of every human person.

Relationships Education is compulsory for all primary pupils and Health Education is compulsory in state-funded primary schools. The school follows the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education, which came into force on 1 September 2026.

PSHE as a wider subject remains non-statutory, but it provides the coherent curriculum through which the school teaches statutory Relationships Education and Health Education alongside wider personal, social, economic, citizenship and safeguarding learning.

This policy should be read alongside the school's separate RSHE/RHE policy, Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy, Equality information/objectives, SEND Policy, Mental Health and Wellbeing Policy and relevant curriculum policies.

Catholic character and ethos

Our PSHE and Relationships and Health Education are taught within the context of the Catholic faith and the teachings of the Church. We recognise parents and carers as the first educators of their children and seek to work in respectful partnership with families.

Teaching promotes the dignity and worth of every person, loving and respectful relationships, responsibility, compassion, justice, service, forgiveness and care for our common home. Pupils are taught to show respect to people whose beliefs, family circumstances or life experiences may differ from their own. Teaching is sensitive, age-appropriate and consistent with the school's duties under equality law.

Aims

Through PSHE, we aim for pupils to develop the knowledge, skills, attitudes and vocabulary they need to:

- understand themselves, recognise their strengths and develop confidence, self-respect, resilience and emotional literacy;

- build and maintain healthy, respectful relationships and recognise when a relationship or situation is unsafe;

- understand consent, personal boundaries, privacy, appropriate and inappropriate touch, and how to seek help;

- keep physically and mentally healthy, including understanding sleep, exercise, nutrition, hygiene, medicines and basic first aid;

- manage risk and make informed, safe choices in school, at home, in the community and online;

- recognise bullying, discrimination, coercion, manipulation and harmful behaviour and know how to report concerns;

use technology safely and responsibly, including understanding online relationships, privacy, misinformation and the permanence and impact of online activity;
respect difference, challenge stereotypes and understand rights, responsibilities, rules and the rule of law;
develop financial awareness, aspiration, enterprise and an age-appropriate understanding of money and economic wellbeing;
participate positively in school and community life and care for the environment.

Curriculum organisation

PSHE is taught through planned, progressive lessons and is reinforced through the wider curriculum, assemblies, prayer and liturgy, pupil leadership, safeguarding education, enrichment, visitors and everyday school life. Teachers use the school's long-term and medium-term plans to ensure coverage, progression and appropriate revisiting of key concepts.

The core Relationships and Health Education programme is Ten:Ten Resources' Life to the Full Primary. The updated programme is used to support delivery of the statutory 2026 requirements through an authentically Catholic framework. Wider PSHE content that is not part of the statutory Relationships and Health Education curriculum is planned by the school and supplemented, where appropriate, by additional high-quality resources.

The three broad Life to the Full themes remain:

Created and Loved by God

Created to Love Others

Created to Live in Community

Statutory Relationships Education

By the end of primary school, pupils are taught age-appropriate knowledge and skills within the statutory areas of Relationships Education. The curriculum develops progressively and includes:

families and people who care for me, including the importance of stable, caring relationships;

caring friendships and the characteristics of healthy and unhealthy friendships; respectful relationships, kindness, courtesy, boundaries, permission-seeking and respect for difference;

online relationships, including safe communication, privacy, reliability of information and risks associated with online contact;

being safe, including personal boundaries, appropriate and inappropriate contact, recognising risk, secrets and surprises, and how and where to get help.

Statutory Health Education

Health Education is taught in an age-appropriate and developmentally appropriate way. It includes:

mental wellbeing, emotional vocabulary, resilience and knowing when and how to seek support;

internet safety and harms, including healthy use of technology and recognising harmful or misleading content;

physical health and fitness;

healthy eating;

drugs, alcohol, tobacco, vaping, medicines and the risks associated with harmful substances, taught at an age-appropriate level;
health and prevention, including hygiene, dental health and the importance of sleep;
basic first aid and how to respond in an emergency;
the changing adolescent body, including puberty and menstrual wellbeing, before pupils are likely to experience these changes.

Sex education in a primary school

Relationships Education and Health Education are statutory. Primary sex education beyond the statutory science curriculum is not compulsory. Where the school teaches additional sex education, this will be clearly identified, age-appropriate and taught within the Catholic understanding of human dignity, love, marriage and family life.

Parents and carers cannot withdraw their child from statutory Relationships Education, Health Education or National Curriculum science. Where additional non-statutory sex education is taught in primary school, parents have the right to request withdrawal from that content. The Head Teacher will discuss any request with the parent/carers, explain the curriculum and record the outcome. A pupil who is withdrawn will receive appropriate, purposeful alternative education.

Safeguarding and protective education

PSHE is an important part of the school's safeguarding curriculum. It helps pupils recognise unsafe situations, understand that abuse and harmful behaviour are never acceptable, identify trusted adults and know how to ask for help. Teaching is carefully sequenced so that pupils encounter protective concepts repeatedly and with increasing depth.

Key protective themes include personal safety, road safety, fire and firework safety, water safety, sun safety, rail safety, online safety, dog/animal safety, anti-bullying, community safety, Prevent, first aid and emergency response. Seasonal or local risks are revisited when most relevant.

The school may use programmes and visitors such as NSPCC Speak Out Stay Safe, emergency services, road safety partners and other approved organisations. Visitors complement rather than replace teaching. A member of school staff remains present and retains responsibility for the lesson.

Any disclosure or concern arising from a PSHE lesson will be managed in accordance with the school's Safeguarding and Child Protection Policy. Staff must never promise confidentiality. Pupils are taught this before sensitive discussions.

Online safety and the digital world

Online safety is taught as an integral part of relationships, health and safeguarding education. Pupils learn that the same expectations of kindness, respect, consent, boundaries and safety apply online and offline.

privacy, passwords and personal information;
how images, messages and information can be copied, altered and shared;
recognising unreliable, misleading or harmful information and knowing that online content may not reflect reality;

safe online friendships and communication, including risks from unknown adults or peers;
reporting, blocking and seeking help when something online causes worry or discomfort;
healthy boundaries around screen use and the impact of technology on sleep, concentration and wellbeing.

1Equality, inclusion and SEND

PSHE is inclusive and accessible to all pupils. Teaching takes account of pupils' age, maturity, developmental stage, SEND, communication needs, prior experiences and religious and cultural backgrounds. Reasonable adjustments and additional support are provided where required.

The curriculum teaches respect for others and challenges prejudice, discrimination and harmful stereotypes. In meeting its duties under the Equality Act 2010, the school ensures that teaching is respectful of the protected characteristics and is delivered in a way that is appropriate to pupils' age and understanding and consistent with the school's Catholic character.

Staff are alert to the fact that some pupils, including those with SEND, may be more vulnerable to exploitation, bullying or abuse and may need concepts such as consent, boundaries, online safety and help-seeking to be taught more explicitly, concretely and repeatedly.

Teaching sensitive and controversial issues

A safe, respectful classroom climate is essential. Teachers establish clear ground rules, use correct and age-appropriate vocabulary and avoid requiring pupils to share personal experiences. Anonymous question opportunities may be used where appropriate.

Teachers answer questions honestly and sensitively within the agreed curriculum and the pupils' age and developmental stage. Questions that are inappropriate for whole-class discussion may be answered individually, referred to parents/carers where appropriate, or discussed with the PSHE Subject Leader/DSL before a response is given.

Where political or contested issues arise, teaching will be impartial and balanced and will not promote partisan political views.

Parents and carers

The school recognises parents and carers as the first educators of their children. We aim to be open about what is taught and to give families opportunities to understand the curriculum and resources.

The policy and curriculum overview are made available to parents/carers.

Parents/carers are consulted when the statutory Relationships Education policy is made or revised.

Information about sensitive units and resources may be shared in advance where appropriate.

Parents/carers are encouraged to contact the school if they have questions or concerns.

Teaching approaches and resources

Effective PSHE teaching may include discussion, stories, role-play, scenario work, circle time, debate, reflection, collaborative tasks, retrieval practice, pupil voice and carefully selected media. Teaching starts from clear learning intentions and builds pupils' knowledge and skills over time.

Resources are selected for educational quality, age appropriateness, safeguarding suitability, accessibility and consistency with statutory requirements and the school's Catholic ethos. Staff use Ten:Ten Life to the Full as the principal resource for statutory Relationships and Health Education and use supplementary resources where needed for wider PSHE and safeguarding content.

Assessment

Assessment in PSHE is primarily formative. Teachers identify what pupils know and can do, check misconceptions and adapt teaching accordingly. Assessment may include discussion, pupil reflection, scenario responses, quizzes, written or creative outcomes and pupil voice.

Assessment focuses on progress from pupils' starting points rather than judging personal values or private experiences. Relevant information is used by the Subject Leader to evaluate curriculum effectiveness and identify areas requiring further teaching.

Roles and responsibilities

The Governing Body is responsible for ensuring that statutory duties are met, that required policies are in place and that the curriculum is appropriately resourced and monitored.

The Head Teacher is responsible for the implementation of this policy, ensuring staff are appropriately supported and trained, and dealing with requests for withdrawal from any non-statutory sex education.

The PSHE Subject Leader is responsible for curriculum planning and progression, supporting staff, reviewing resources, monitoring teaching and learning, gathering pupil voice, evaluating impact and keeping the policy and curriculum under review. Class teachers are responsible for delivering the agreed curriculum sensitively and accurately, adapting provision for their pupils, following safeguarding procedures and raising any concerns with the DSL.

Links with the wider school curriculum and provision

PSHE is strengthened through links with Religious Education, science, computing, physical education, English, mathematics, geography and history, as well as through Catholic social teaching, Eco work, pupil leadership, school council, charitable activity, enrichment and community participation.

The school may also provide targeted opportunities such as first-aid teaching, active travel initiatives, community safety work and age-appropriate workshops. Such provision is reviewed to ensure it remains relevant and does not create unnecessary duplication.

Monitoring, evaluation and review

The PSHE Subject Leader monitors curriculum coverage, progression, teaching, pupil work and pupil voice. Staff confidence and training needs are reviewed, and the curriculum is adapted in response to statutory change, safeguarding priorities, emerging risks and the needs of the school community.

This policy will be reviewed annually, or sooner where there are changes to legislation, statutory guidance, diocesan guidance or the school's curriculum provision.

Appendix A – Curriculum framework

The school's PSHE curriculum is organised around three interconnected areas. Statutory Relationships and Health Education is principally delivered through Ten:Ten Life to the Full, with additional school-planned PSHE content where required.

Health and wellbeing	Relationships	Living in the wider world
Mental and physical health; emotions; resilience; healthy lifestyles; puberty; safety; first aid; online wellbeing.	Families; friendships; respect; boundaries; consent; privacy; anti-bullying; online relationships; help-seeking.	Rights and responsibilities; community; citizenship; money; aspirations; environment; media literacy; safety and risk.

Appendix B – Key statutory and curriculum references

Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (revised guidance in force from 1 September 2026).

Education Act 2002, sections 80, 80A and 80B, as amended.

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Equality Act 2010.

Keeping Children Safe in Education 2026.

Ten:Ten Resources, Life to the Full Primary, 2026–27 programme and mapping materials.

Catholic Education Service guidance and the school's diocesan guidance, where applicable.

Appendix C – School-specific safeguarding and enrichment provision

Alongside the taught curriculum, the school may use the following provision where it remains available and appropriate. This list is reviewed annually rather than treated as a fixed statutory entitlement:

NSPCC Speak Out Stay Safe;
road safety and active travel activities;
fire safety and emergency services input;
water, sun, rail and seasonal safety education;
animal/dog safety education;
age-appropriate first-aid teaching;
Eco Team and environmental action;
community and pupil leadership opportunities.

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To be reviewed: Oct 2028 or sooner if statutory guidance changes