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Personal, Social, Health and Economic (PSHE) Education Policy

2026-2027

Approved by: G. Kilgour	02.09.26
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Mission Statement

St. Wilfrid's RC College is a Roman Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

- To be a community based on Christian values, notably Love, Respect, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- To give individuals the opportunities to develop their full potential as human beings and to encourage and challenge them to do so.
- To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
- To help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

Contents

1. Aims.....2

2. Statutory requirements 4
3. Content and delivery 4
4. Monitoring arrangements 6
5. Roles and responsibilities 7
6. Links with other policies 7

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1. Aims

Personal, Social, Health and Economic (PSHE) Education is an important and necessary part of all pupils' education. Whilst PSHE remains a non-statutory subject, statutory Relationships and Sex Education (RSE) and Health Education form a significant part of the secondary curriculum. Schools are expected to provide high-quality PSHE education that equips pupils with the knowledge, understanding and skills needed to make informed decisions and lead safe, healthy and fulfilling lives.

At St Wilfrid's RC College, our PSHE programme integrates statutory Relationships and Sex Education (RSE) and Health Education requirements within a broader Personal Development curriculum that reflects the Catholic ethos and mission of the school. The curriculum reflects current Department for Education guidance and responds to emerging issues affecting young people.

PSHE education forms a central part of the school's wider Personal Development framework and is complemented by a planned programme of Personal Development delivered through tutor time, assemblies, Catholic Life, careers education, enrichment opportunities and pastoral provision.

The Education Reform Act 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of pupils and society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

"My young brothers and sisters, you are the sign that a different world is possible: a world of fraternity and friendship, where conflicts are not resolved by weapons but through dialogue."
Pope Leo XIV, Jubilee of Youth, 2025

At St Wilfrid's RC College, the provision of a comprehensive PSHE programme is central to achieving the school's mission and values.

PSHE education contributes to:

- Reducing barriers to learning through the promotion of positive relationships and wellbeing.
- Developing knowledge, understanding and skills that enable pupils to make healthy, safe and informed choices.
- Developing resilience, confidence and self-esteem.
- Supporting positive mental and physical health.
- Preparing pupils to manage risk and recognise when and how to seek support.
- Preparing pupils for life in modern Britain.
- Supporting employability, careers readiness and future economic wellbeing.
- Enabling pupils to become active, responsible and compassionate citizens.

The values and ethos of St Wilfrid's RC College are both reflected and reinforced through PSHE education. The school provides opportunities for pupils to make informed choices, take responsibility and participate positively in school and community life.

We provide PSHE education throughout Key Stages 3 and 4 through a spiral curriculum that revisits and develops key knowledge, skills and attributes over time.

Our PSHE programme recognises that pupils bring prior learning and lived experiences to their education. Learning builds on these experiences whilst meeting the evolving needs of our pupils.

PSHE and Safeguarding

PSHE education is a key component of our safeguarding curriculum. Through learning about relationships, consent, online safety, exploitation, abuse, healthy lifestyles and mental wellbeing, pupils develop the knowledge, language, resilience and confidence needed to keep themselves and others safe.

The curriculum also addresses current safeguarding priorities including:

- Online harms and digital resilience.
- Child-on-child abuse.
- Sexual harassment and sexual violence.
- Grooming and exploitation.
- Coercive and controlling behaviour.
- Harmful online content.
- Emerging technologies and online risks.
- Misogyny and harmful gender stereotypes.
- Violence against women and girls.
- Pornography and its potential impact on relationships and wellbeing.

PSHE and British Values

The fundamental British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

are promoted throughout the PSHE curriculum and wider life of the school.

PSHE and Behaviour

PSHE education supports the school's approach to behaviour and personal development. Learning about rights, responsibilities, equality, healthy relationships and respect contributes to a positive learning environment and encourages pupils to take increasing responsibility for their actions.

2. Statutory requirements

PSHE education remains a non-statutory subject in England. However, significant elements of PSHE are statutory.

St Wilfrid's RC College delivers:

- Relationships and Sex Education (RSE) in accordance with the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Health Education in accordance with Department for Education statutory guidance.
- Safeguarding-related curriculum content in support of the school's wider safeguarding duties.

The school has regard to the Department for Education statutory guidance:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated in 2025 for implementation from September 2026).

The curriculum is delivered within the context of the school's Catholic mission and wider Personal Development programme

3. Content and delivery

3.1 What We Teach

As stated above, we are required to cover the statutory content for Relationships and Sex Education (RSE) and Health Education, as set out in Department for Education statutory guidance. Refer to our Relationships and Sex Education Policy for further details regarding statutory RSE provision.

During Key Stages 3 and 4, pupils study a broad programme of Personal, Social, Health and Economic (PSHE) Education organised around three core themes.

Health and Wellbeing

This area of learning enables pupils to develop the knowledge, understanding and skills needed to make informed decisions about their physical health, mental wellbeing and personal safety.

Content includes:

- Mental health and emotional wellbeing
- Healthy lifestyles
- Physical health and fitness

- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and disease prevention
- Puberty and adolescent development
- Reproductive health and fertility
- Personal safety, risk and influence
- First aid and access to health services
- Online wellbeing and digital habits

Relationships

This area of learning enables pupils to develop healthy, respectful and positive relationships and to understand their rights, responsibilities and place within families and communities.

Content includes:

- Families and family relationships
- Friendships
- Healthy and respectful relationships
- Boundaries and consent
- Intimate and sexual relationships
- Sexual health
- Inclusion, equality and diversity
- Bullying and discrimination
- Harmful relationship behaviours
- Online relationships and online harms
- Safeguarding and accessing support

Teaching reflects the requirements of the Equality Act 2010 and promotes respect for all people, including those with protected characteristics.

Living in the Wider World

This area of learning enables pupils to become responsible, active citizens and prepares them for future education, employment and adult life.

Content includes:

- Economic wellbeing
- Financial education
- Careers education
- Employability skills

- Aspirations and future pathways
- Rights and responsibilities
- Community participation
- Media literacy and critical thinking
- Digital citizenship
- Decision-making and managing influence
- British Values
- Preparation for adulthood

Careers education is delivered in line with the school's CEIAG programme and supports pupils in making informed decisions about future pathways, further education, training and employment.

The PSHE curriculum is delivered through a spiral programme in which key knowledge, skills and attributes are revisited and developed throughout Key Stages 3 and 4. Curriculum content reflects statutory Relationships and Sex Education requirements, Health Education requirements, current safeguarding guidance and the needs of pupils at St Wilfrid's RC College. The curriculum is reviewed regularly to ensure it remains relevant, age-appropriate and responsive to emerging issues affecting young people.

The curriculum is carefully sequenced to ensure that learning is age-appropriate, builds on prior knowledge and prepares pupils for future learning and adult life. Key concepts are revisited over time to deepen understanding and strengthen retention.

3.2 How We Teach It

PSHE education is delivered through a planned, developmental and age-appropriate programme across Key Stages 3 and 4.

The curriculum is delivered through dedicated PSHE lessons and is complemented by the school's wider Personal Development programme. From September 2026, pupils also participate in a weekly designated Personal Development session delivered through tutor time. These sessions provide opportunities to further develop learning linked to PSHE,

Catholic Life, careers education, safeguarding, British Values, relationships, mental wellbeing and wider personal development priorities.

Together, PSHE lessons and the wider Personal Development programme ensure that pupils develop the knowledge, skills, attributes and values needed to thrive in school and beyond.

PSHE is taught within a safe, inclusive and supportive learning environment that promotes respect, reflection and discussion. Ground rules are established to enable pupils to explore sensitive and sometimes controversial issues whilst respecting the views and experiences of others.

The delivery of PSHE reflects the school's Catholic ethos and mission and is underpinned by the values of dignity, respect, compassion, responsibility and service.

The statutory Relationships and Sex Education (RSE) curriculum is supported through the Diocese-approved TenTen Life to the Full programme. This complements the school's wider PSHE curriculum and supports delivery of statutory requirements in accordance with the school's RSE Policy.

Teaching and learning approaches are varied and include:

- Discussion and debate
- Independent and collaborative learning
- Reflection activities
- Case studies and real-life scenarios
- Problem-solving and decision-making activities
- The use of high-quality resources and relevant current issues

Teaching is adapted to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). Staff use adaptive teaching strategies to ensure all pupils can access the curriculum and make progress.

Visitors and external agencies may contribute to learning where they add value to the curriculum. Their contribution is carefully planned, quality assured and always delivered under the supervision of school staff. Visitors complement, but do not replace, the planned PSHE curriculum.

PSHE teaching reflects current statutory guidance and safeguarding priorities. Staff are aware of the procedures for responding to safeguarding concerns, disclosures and child protection issues that may arise during lessons. Teaching supports pupils to recognise risk, seek support and know how to keep themselves and others safe.

Assessment is used to support learning and evaluate curriculum impact. Assessment may include self-assessment, peer assessment, discussion, reflection and teacher assessment. Pupils are given opportunities to reflect on and demonstrate their knowledge, understanding and personal development.

4. Monitoring arrangements

The Senior Assistant Headteacher, Assistant Headteacher for Personal Development and the PSHE Coordinators will monitor the quality and effectiveness of PSHE through:

- Learning walks.
- Book scrutinies.
- Lesson visits.
- Curriculum reviews.
- Assessment information.
- Pupil voice activities.
- Staff feedback.
- Review of resources and external providers.
- Safeguarding audits where appropriate.
- Monitoring of Personal Development sessions and their contribution to the wider PSHE and Personal Development curriculum.

Monitoring will ensure:

- Compliance with statutory requirements.
- High-quality teaching and learning.
- Consistency across year groups.
- Appropriate coverage of safeguarding priorities.
- Effective curriculum implementation.

Curriculum content will be reviewed regularly to ensure that it remains compliant with statutory guidance, reflects local and national priorities and addresses emerging risks and issues affecting young people.

Outcomes from monitoring activities will inform curriculum development, staff training and future planning. Feedback will be provided to staff where appropriate.

Stakeholder Consultation

- Pupils are consulted through surveys, pupil voice activities and the School Council.
- Governors are consulted through policy review and monitoring.

- Parents and carers have access to relevant policy information and may provide feedback directly to the school.
- Staff have access to the policy and are encouraged to contribute to its ongoing review.

Parents and carers will continue to be consulted regarding Relationships and Sex Education provision and will have access to relevant policy and curriculum information through the school's website and consultation processes.

This policy will be reviewed annually by the Senior Assistant Headteacher for Personal Development and the PSHE Coordinator and approved by the Governing Body.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body will:

- Approve this policy.
- Monitor its implementation.
- Hold leaders to account for the quality of provision.
- Receive updates regarding the effectiveness and impact of PSHE and Personal Development provision as part of the school's quality assurance and reporting processes.

5.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive and professional manner.
- Modelling positive attitudes and behaviours.
- Monitoring pupil progress.
- Adapting teaching to meet pupils' needs.
- Following safeguarding procedures.

5.4 Pupils

Pupils are expected to:

- Engage positively in PSHE learning.
- Respect the views and experiences of others.
- Contribute appropriately to discussions.
- Demonstrate maturity and sensitivity when discussing personal and social issues.

6. Link to other policies

This policy should be read alongside:

- Relationships and Sex Education (RSE) Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- SEND Policy
- Acceptable Use ICT Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Personal Development Strategy