

St Polycarp's Catholic Primary School



Personal, Social, Health, Economic Education Policy.

S. Murphy: September 2025
Review Date: September 2026

Intent

At St Polycarp's our aim is to give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain, to help pupils manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Our personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society.

As members of a class and school community, children learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They go on to learn about the wider world and the interdependence of communities within it.

As they progress through the school, children develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

Support, reassurance and encouragement is given as the older children experience the changes associated with puberty. We aim to help the children to prepare for transition to their secondary school as seamlessly as possible.

At St Polycarp's we cultivate the character traits and positive personal attributes in individuals to enable our children to form strong and positive relationships with others. Among these are resilience; helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils are nurtured to develop personal attributes including honesty, integrity, courage, humility, kindness, courtesy, self-efficacy, generosity, trustworthiness and a sense of justice. This is achieved through the many planned opportunities we have for pupils to undertake social action, active citizenship and voluntary service to others locally or more widely (for example serving our local community and parish events, singing carols to the elderly in local care homes, fundraising for third world countries among others).

This policy was produced through consultation with staff, parents and pupils. This consultation took the form of CPD sessions with staff, questionnaires and discussions with pupils.

Our Aims

- Value and respect themselves and others.
- Form and maintain positive healthy relationships.
- Communicate effectively.
- Work with others effectively
- Develop the ability to reflect upon situations and circumstances.
- Assess risk and possible consequences.
- Make and act on informed decisions.
- Apply a restorative approach to conflict resolution.
- Respond positively to challenge and appropriately manage feelings of anxiety.

- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Become healthy and fulfilled individuals.

We establish a safe learning environment and clear 'ground rules' that are understood by all (adults and children).

At the beginning of all sessions, the class teacher will remind children of these ground rules which are based on respect, openness, confidentiality, and kindness.

They will ensure all pupils understand that they do not need to share if they don't want to and that we respectfully listen to all individuals without judgement or comment.

We create a safe and supportive learning environment by ensuring young people know how and when to ask for help and where to access support.

Through the use of "The Zones of Regulation", communication jars and Bubble Talk (KS1), we ensure that children are able to identify to others that they are in need of support and friendship, thus allowing other children and adults to respond to this.

Through PSHE we teach pupils about positive emotional and mental well-being, including how friendships can support mental well-being. As a school we encourage other initiatives such as...

Responding to pupils' questions / Pupil Voice

Curriculum content is in line with pupil need (which is informed by pupil voice and their participation in curriculum development) and in response to issues as they arise in the school and wider community. Pupils' voice is gathered through the meeting of the school council and their consultation with the wider school community. Responses are collected and fed back to leadership.

Questions asked of teachers by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family/carer/s, and the school will liaise with the pupil's family appropriately.

Pupils are made aware that any particular questions or issues that they have may be discussed with a class teacher. They may also be written anonymously and posted in a secure post box belonging to the ELSA teacher. These will then be answered and addressed.

Entitlement and Equality of Opportunity

Through our teaching we promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. We take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and will consider all pupils' needs and use PSHE education as a way to address diversity issues and to ensure equality for all.

As a staff we model positive behaviour and do not tolerate sexism, racism, misogyny, homophobia or gender stereotyping. We foster healthy and respectful peer to peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

Any teaching about families is sensitive and based on knowledge of pupils and their circumstances. We acknowledge that families can take many different structures (single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst others). We take care that there is no stigmatisation of children based on their home circumstances and needs.

We teach our pupils that we are called by God to love our neighbour, to appreciate that all individuals are unique, equal and precious, that we preserve the dignity of every individual and that we are kind, non-judgemental, understanding and respectful of all.

Intended Outcomes / Learning and Teaching

We believe that high quality, evidence-based and age-appropriate teaching can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical developments of pupils at school and in society. At St Polycarp's, we use (and adapt as needed), the diocese approved "Ten Ten" scheme. This developmentally progressive, spiralling curriculum allows for students to build on prior learning, before building their understanding of topics

Our learning and teaching cover the areas of:

- Transitions
- Rights and Responsibilities
- Careers
- Money
- Health and Wellbeing

The school fulfils its statutory duty (DfE, 2014) to publish its curriculum (including PSHE) online and the PSHE Curriculum/Scheme of Work is available on the school website.

Physical health and mental wellbeing

At St Polycarp's we teach the characteristics of good physical health and mental well-being and that these are both equally important. We teach the benefits and importance of exercise, good nutrition and sufficient sleep and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. We give pupils the language to articulate how they are feeling and help them to judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations they experience.

Pupils are taught the benefits of hobbies, interests and participation in their own communities. It is made clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, taking part in organised and structured activities and groups, are beneficial for health and wellbeing.

A firm foundation in the benefits and characteristics of good health and wellbeing enable us to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Principles and Methodology

The programme will be taught through a range of teaching methods, including discussion, role play and drama, among others. We will ensure that sessions, including those on risky behaviours, remain positive in tone. We will help pupils make connections between their learning and 'real life' behaviours by using real life and relevant scenarios appropriate to the age and development of the pupils. We will make links to other areas of the curriculum by careful planning and preparation of lessons.

Assemblies also support the delivery of PSHE and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example, respect, care, compassion, inclusion and equality.

Internet and Social Media

We are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults and that many children will be spending substantial amount of time online. P.S.H.E. class discussions will assist children in distinguishing between different kinds of online content, make well founded decisions regarding their online activity and keep themselves and their personal information safe.

Timetabling:

At St Polycarp's we provide a curriculum which is broad and balanced and in accordance with the Education Act 2002. Much of the PSHE and citizenship curriculum is taught through other curriculum subjects. There is a large overlap between the programme of study for Religious Education and the aims of PSHE & C, therefore a considerable amount is taught through our RE lessons. Some aspects of the PSHE & C curriculum are taught discretely, e.g. Personal Relationships education and drugs education.

Monitoring, Evaluation, Assessment, Recording and Reporting

Staff training, monitoring and evaluation

The PSHE programme will be led and monitored by the PSHE coordinator and head teacher, who will provide guidance, mentorship and training to individual class teachers. This will take the form of one-to-one training, staff CPD sessions, lesson observations and external training.

Evaluation of the PSHE curriculum will be conducted on the basis of:

- regular evaluation of the content, activities and learning processes
- staff meetings to review and share experience.

Assessment

We have the same high expectations of the quality of pupils' work in PSHE as for other areas. All children will have the opportunity to evidence the progression in their thoughts and understanding through the use of a class journal and self-evaluations. This will be analysed by the PSHE coordinator and used to inform future planning.

The use of external contributors

At St Polycarp's we acknowledge that outside agencies and visitors can make a valuable contribution to enhancing the education of pupils. Their credentials will always be checked and they will have a current and valid DBS. The materials they will use will be checked in advance. They will know, understand and respect the Catholic School's beliefs and values as set out in the school policy and the school will ensure that the visitor is adequately prepared to answer personal questions and participate in class discussions in keeping with the Catholic character of the school. We will ensure their lesson meets the full range of pupils' needs (e.g. special educational needs). It will be agreed how confidentiality will work and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Teachers must always be present during these sessions and remain responsible for the delivery of the PSHE programme.

Links to other policies and areas of the curriculum

The PSHE coordinator works closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement and do not duplicate content covered in national curriculum subjects such as, science, computing and PE.

Involving parents and carers

Our school believes that it is important to have the support of parents / carers and the wider community. We are committed to working with parents and carers who are provided with opportunities to find out about and discuss the schools' programme through (among others):

- involvement in policy and curriculum development
- information leaflets / displays
- the school website
- the school newsletter