

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

St. Teresa's Catholic Primary School



Approved by:	St Teresa's Governing Body	Date:
--------------	----------------------------	-------

Last reviewed on:	3/7/25
-------------------	--------

Next review due by:	Summer 2027
---------------------	-------------

SCHOOL MISSION STATEMENT

We love God and each other and follow the example of St Teresa.

We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.

“Let us do little things well today”.

St Teresa

Aims and objectives

Personal, Social, Health and Economic education (PSHE) enables children to become healthy, independent and responsible members of society. The umbrella of our curriculum for PSHE encompasses Relationships Education, Health Education, Relationship and Sex Education, Mental Health, Online safety and Economic wellbeing.

We encourage our pupils to play a positive role in contributing to the life of St Teresa’s Primary School and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aligned with our Catholic principles, our PSHE curriculum aims to enable our children to:

- Develop as well rounded citizens who are ready to be witnesses to the world.
- know and understand what constitutes a healthy lifestyle;
- understand what good mental health is, develop strategies to nurture this and know how to get help when it is needed;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- have respect for others;
- understand what makes a good healthy relationships with others;
- understand appropriate behaviour within a relationship and what to do if things go wrong;
- be aware of safety issues;
- know how to keep themselves safe online
- develop a positive mindset that builds resilience and allows children to deal with difficult situations
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop good relationships with other members of the school and the wider community.
- understand different careers, financial capability and economic wellbeing

Teaching and learning style

All PSHE lessons are taught by members of staff that the children know well and are comfortable with - we believe this allows the children to place trust in what the adults are saying and offers opportunity for follow-up work in small groups or one-to-one as needed.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. fundraising, or involvement in an activity to help other individuals or groups less fortunate than themselves (for example CAFOD, Mission together, BCCS). We organise classes in such a way that

pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

From September 2025, we will be implementing the Ten:Ten Life to the Full Plus scheme of work at St Teresa's. Life to the Full Plus is a fully resourced spiral curriculum for Catholic schools in the UK. As pupils spiral upwards, a rich breadth and depth of knowledge is achieved. The planning is organised into the following phases:

- EYFS
- KS1
- LKS2
- UKS2

Each phase is then split into 3 modules:

Module 1: Created and Loved by God which includes the units: Religious Understanding, Me, My body, My Health, Emotional Well-Being and Life Cycles.

Module 2: Created to Love Others which includes the units: Religious Understanding, Personal Relationships, Life Online and Keeping Safe.

Module 3: Created to Live in Community which includes the units: Religious understanding and Living in the Wider World.

Within each unit there are fully resourced sessions which include session notes, presentations and activities for the children to undertake. An overview of the modules and units can be seen in Appendix 1.

Teaching PSHE to children with special needs

We teach PSHE to all children, regardless of ability, as we believe that it is their right to be included and access the curriculum at their level of understanding. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties, this may mean pre-teaching or additional sessions with a teaching assistant. In addition, all of the Ten:Ten sessions have SEND differentiation built in which the teachers may feel are appropriate. When teaching PSHE we take into account the targets set for individual children and individual learning styles that may need to be catered for.

Assessment and recording

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons, noting the things they say and by how they present themselves in their behaviour with peers and adults.

Each class will keep a portfolio of samples of work from each topic - a scrap book showing work that has been covered. This may be photographs, post-its, examples of work, children's comments etc. This will provide evidence of work covered by each year group and display progression through the year groups.

Teachers report the achievements (effort) of pupils in PSHE to parents each year in the annual report and to the PSHE coordinator using Target Tracker.

Safeguarding

Should a teacher have a concern about a child or group of children, they log this on CPOMS and the DSL will decide on a course of action to put further support in place. This could be: additional sessions for the whole class on a specific objective, support at lunchtime guided by lunchtime TAs, outside agencies as necessary.

Resources

We will use the fully resourced Ten:Ten, “Life to the Full Plus.”

Monitoring and review

The PSHE subject leader (Mrs Herron) is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader monitors the subject through: observing lessons, book scrutiny of the class portfolio, discussions with pupils and keeping abreast of children needing additional support- looking for patterns and trends. The subject leader is also leader for Computing which is closely linked to areas of PSHE and monitors assessment of children’s work in this subject also.

The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement (subject audit and Action Plan).

“The mission of schools and teachers is to develop an understanding of all that is true, good and beautiful.”

Pope Francis

This policy will be reviewed every two years.

Note

This PSHE policy should be read in conjunction with the following policies:

RSHE Policy
Behaviour Policy,
Anti-bullying Policy,
Computing policy
RE policy
and
Science Policy

St Teresa's Catholic Primary School

PSHE and RSHE curriculum



July 2025

Ten:Ten
Resources



		EYSF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	--	------	--------	--------	--------	--------	--------	--------

Autumn term: Module 1 :
Created an loved by God

Autumn 1

U1: Story Sessions
[Handmade With Love](#)
U2: Session 1
[I Am Me](#)
U2: Session 2
[Heads, Shoulders, Knees and Toes](#)
U2: Session 3
[Ready Teddy?](#)
U3: Session 1
[I Like, You Like, We All Like!](#)

U1: Story Sessions
[Let the Children Come](#)
U2: Session 1
[I am Unique](#)
U2: Session 2
[Girls and Boys](#)
U2: Session 3
[Clean and Healthy \(My Body\)](#)

U1: Story Sessions
[Let the Children Come](#)
U3: Session 2
[Feeling Inside Out](#)
U3: Session 3
[Super Susie Gets Angry](#)

U1: Story Sessions
[Get Up!](#)
U1: Session 2
[The Sacraments](#)
U2: Session 1
[We Don't Have to Be the Same](#)
U2: Session 2
[Respecting Our Bodies](#)

U1: Story Sessions
[Get Up!](#)
Review of year 3
U3, followed by:
U3: Session 3
[I am Thankful](#)

U1: Story Sessions
[Calming the Storm](#)
U2: Session 1
[Gifts and Talents](#)
U2: Session 2
[Girls' Bodies](#)
U2: Session 3
[Boys' Bodies](#)
U2: Session 4
[Spots and Sleep](#)

U1: Story Sessions
[Calming the Storm](#)
U4: Session 5
[Coping with Change](#)
[Classroom Shorts](#)
U4: Session 4
[Hope Beyond Death](#)

Autumn 2

U3: Session 2
[All the Feelings!](#)
U3: Session 3
[Let's Get Real](#)
U4: Session 1
[Growing Up](#)
U4: Session 2
[New People, New Places](#)

U3: Session 1
[Feelings, Likes and Dislikes](#)
U4: Session 1
[The Cycle of Life](#)

U4 Session 2:
[Beginnings and Endings](#)
U4: Session 3:
[Change Is All Around](#)
[Classroom Shorts](#)

U3: Session 1
[What Am I Feeling?](#)
Session 2
U3: [What Am I Looking at?](#)
U4: Session 1
[Life Cycles](#)

U2: Session 3
[What is Puberty?](#)
Session 4
U2: [Changing Bodies](#)
U2: Session 5
[Male/Female Discussion](#)
[Groups \(optional\)](#)
U4: Session 3
[Big Changes, Little Changes](#)
[Classroom Shorts](#)

U3: Session 1
[Body Image](#)
Session 2
U3: [Peculiar Feelings](#)
U3: Session 3
[Emotional Changes](#)
U3: Session 4
[Seeing Stuff Online](#)

U4: Session 1
[Making Babies \(Part 1\)](#)
U4: Session 2
[Making Babies \(Part 2\)](#)
U4: Session 3
[Menstruation](#)

Spring term: Module 2:
Created to love others

Spring 1

U1: Session 1
[Role Model](#)
Session 1
[Who's Who?](#)
Session 2
[You've Got A Friend In Me](#)
Session 3
[Forever Friends](#)
Session 1
[What is the Internet?](#)
Session 2
[Playing Online](#)

U1: Session 1
[God Loves You](#)
U2: Session 1
[Special People](#)

U1: Session 1
[God Loves You](#)
U3: Session 1
[Real Life Online](#)
Session 2
U3: [Rules To Help Us](#)
U4: Session 1
[Good and Bad Secrets](#)

U1: Story Sessions
[Jesus, My Friend](#)
U2: Session 1
[Family, Friends and Others...](#)
U2: Session 2
[When Things Feel Bad](#)

Review:
U2: Session 1
[Family, Friends and Others...](#)
U2: Session 2
[When Things Feel Bad](#)

U1: Session 1
[God Is Calling You](#)
U2: Session 1
[Under Pressure](#)
U2: Session 2
[Do You Want A Piece of Cake?](#)

U2: Session 3
[Self-Talk](#)
U2: Session 4
[Build Others Up](#)
[Classroom Shorts](#)

Spring 2

Session 1
[Safe Inside and Out](#)
Session 2
[My Body, My Rules](#)
Session 3
[Feeling Poorly](#)
Session 4
[People Who Help Us](#)

U2: Session 2
[Treat Others Well...](#)
U2: Session 3
[...and Say Sorry](#)

U4: Session 2
[Physical Contact](#)
U4: Session 3
[Harmful Substances](#)
U4: Session 4
[Can You Help Me? \(Part 1\)](#)
U4: Session 5
[Can You Help Me? \(Part 2\)](#)

U3: Session 1
[Sharing Online](#)
U3: Session 2
[Chatting Online](#)
[Classroom Shorts](#)
U4: Session 1
[Safe in My Body](#)
[Classroom Shorts](#)

Session 3
U4: [First Aid Heroes](#)
U4: Session 4
[Rights and Responsibilities](#)
[Classroom Shorts](#)

U3: Session 1
[Sharing Isn't Always Caring](#)
U3: Session 2
[Cyberbullying](#)
[Classroom Shorts](#)
U4: Session 1
[Types of Abuse](#)
[Classroom Shorts](#)

Review:
U4 Session 1
[Types of Abuse](#)
[Classroom Shorts](#)
U4: Session 2
[Impacted Lifestyles](#)
[Classroom Shorts](#)
U4: Session 3
[Making Good Choices](#)
U4: Session 4
[Giving Assistance](#)

Summer term: Module 3: Created to live in community	Summer 1	Session 1 God is Love Session 2 Loving God, Loving Others Session 1 Me, You, Us	U1: Session 1 Three In One	U2: Session 1 The Communities We Live In	U1: Session 1 A Community of Love U1: Session 2 What is the Church?	Review: U2: Session 1 How Do I Love Others? U2: Session 2 Working Together Classroom Shorts	U1: Session 1 The Holy Trinity U1: Session 2 Catholic Social Teaching	Review: U1: Session 2 Catholic Social Teaching
	Summer 2	Session 2 When I Grow Up... Classroom Shorts Session 3 ‘Money Doesn’t Grow On Trees’ Classroom Shorts	U1: Session 2 Who is My Neighbour?	U3: Session 2 Who Will I Be? Classroom Shorts U3: Session 3 Needs and Wants Classroom Shorts	U2: Session 1 How Do I Love Others? U2: Session 2 Working Together Classroom Shorts	U2: Session 3 Money Matters Classroom Shorts	U2: Session 1 Reaching Out	U2: Session 2 The World of Work Classroom Shorts U2: Session 3 Money and Me Classroom Shorts

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, sex and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	