



Saint Michael Catholic Primary School

**Personal, Social, Health, Citizenship and
Economic Education (PSHCE) Subject Policy**

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

Date for review: September 2026

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1. Aims

Intent - What are we trying to achieve?

At Saint Michael's we value PSHCE because it encourages pupils to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHCE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Implementation – How is the curriculum being delivered?

PSHCE is taught in a discrete lesson once a week. Our PSHCE curriculum is based on the three themes of Health and Wellbeing; Relationships and Living in the Wider World. We use a range of resources to support teaching and learning including: PSHE Association; 'Go-Givers' and the 'Life to the Full' Ten Ten resources. We have created a set of bespoke objectives to be taught in each year group around these themes.

A Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home.

We teach Relationships Education following a specific curriculum designed by Ten Ten, a scheme of work written from a Catholic Perspective. This particular curriculum is shared with parents beforehand so they are able to support their child's learning at home and discuss the curriculum in advance.

Every lesson is tailored to and reflects the needs of the pupils. It reflects the universal needs shared by all pupils as well as the specific needs of the pupils in the classroom.

A respectful and open atmosphere is established. Every classroom provides a safe and open environment where every child feels they are able to contribute with their own ideas whilst being open to and respecting others.

Lessons provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts.

A PSHCE Progression Map has been created to outline the curriculum objectives that will be taught in each year group as well as the key vocabulary to be learnt and the opportunities to develop cultural capital.

Teachers will create a Planning Overview for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations.

Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life.

Teachers assess pupils against the PSHCE curriculum objectives throughout the year.

Impact - What difference is the curriculum making?

Every child is equipped with the knowledge, understanding and skill, appropriate to their age and maturity, in order to live healthy, safe, fulfilled responsible lives. The curriculum develops the strategies, language and skills pupils need to manage the situations in which they may encounter.

By the end of Key Stage 2, pupils are equipped to live healthy, safe, productive, capable, responsible and balanced lives. Our curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. Our curriculum provides opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE will promote the pupil's spiritual, moral, social and cultural development by enabling children to reflect on and clarify their own values and attitudes whilst exploring the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE will promote British Values by being given opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. Children will explore these key themes in Parliament Week.

PSHCE will help pupils develop a Growth Mindset by developing a mature attitude to learning. It will build their confidence, self-esteem and support the self-regulation of emotion, for example supporting students to become emotionally resilient and reflective.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Feedback and Assessment Policy
- SEN policy
- Home Learning Policy
- Relationship and Sex Education Policy
- Anti-Bullying Policy
- E-Safety Policy
- Safeguarding Policy
- Single Equality Scheme Policy
- Positive Behaviour Policy