

Personal, social, health and economic (PSHE) education policy

St Vincent's School for Sensory Impairment and Other Needs



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1. Aims

At our school, PSHE education empowers pupils with visual and sensory impairments to develop the knowledge, skills, and confidence they need to lead healthy, safe, and fulfilling lives. We believe that every pupil should have the opportunity to explore who they are, how they relate to others, and how they can play an active role in their community and wider society.

Our vision is for pupils to enjoy PSHE, to build the communication and social skills that underpin positive relationships, and to develop resilience, independence, and self-advocacy. Through a focus on real-life contexts, pupils are encouraged to make informed choices, keep themselves safe, and celebrate their own unique identities.

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- › Gain the knowledge and skills necessary to make safe and informed decisions
- › Understand how to stay healthy and active
- › Positively contribute to school life and life in the wider community
- › Develop an understanding of democracy and how to voice their views

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Reigate school through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)
3. The use of student and parent/carers voice

The teaching of PSHE supports our school community key drivers of Success, Dedication, Courage and Creativity.

2. Statutory requirements

PSHE is a non-statutory subject. However, despite PSHE being a non-statutory subject, to support all our young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', we have revised the following curriculum subjects:

1. Relationships and sex education (RSE)
2. Health education

Both statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

You can access our RSE Policy which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the Science National Curriculum.

Within Key Stage 1-2:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Across Key Stage 3-5

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

Our PSHE curriculum is structured around the PSHE Association's Programme of Study and is organised under three core themes:

- Health & Wellbeing
- Relationships
- Living in the Wider World

This approach supports a spiral curriculum where key concepts are revisited and expanded.

We ensure coverage of the statutory relationships, sex and health education requirements, and build in wider PSHE issues such as finance, digital resilience, environmental responsibility, and citizenship.

3.2 How we teach it

At St Vincent's, PSHE is delivered as a weekly 45-minute lesson, supported by cross-curricular activities, assemblies, and daily routines. Our approach is inclusive, practical, and tailored to meet the needs of all pupils. Lessons are designed to be accessible and engaging, using tactile aids, social stories, role-play, and multi-sensory activities to support understanding and participation.

We follow a spiral curriculum, revisiting key concepts each year to reinforce learning and build skills progressively. Pupils are supported to develop confidence, emotional resilience, social understanding, and practical life skills at their own pace. Staff adapt teaching to individual needs, ensuring that learning is meaningful, achievable, and linked to real-life situations.

Lessons follow a structured format, including a check-in or mood activity, a core learning task, reflection, and a plenary to consolidate understanding. Activities focus on one or two key objectives per session and are designed to be interactive and practical, giving pupils opportunities to practice skills and apply learning in real-life contexts.

Curriculum content is adapted to be meaningful and achievable, with simplified language, tactile support, social stories, and role-play. Complex topics such as puberty, sexual health, or online safety are broken into small steps, often taught over multiple lessons, and reinforced through daily routines and practical examples.

Learning progresses at a pace appropriate to each pupil, with topics revisited across the school years to reinforce understanding and develop skills over time. Assessment is formative and ongoing, focusing on observable behaviours, social understanding, and practical skills rather than written outcomes. Individual learning targets linked to pupils' EHCP outcomes are incorporated where appropriate.

Staff are supported with ongoing training and guidance to deliver PSHE effectively. Collaboration with therapists such as Speech & Language, Occupational Therapy, and Behaviour Support enhances accessibility. Lessons draw on high-quality resources from the PSHE Association and partner organisations such as NSPCC, YoungMinds, and MoneySense.

Through this approach, pupils develop confidence, resilience, social understanding, and practical life skills. They are supported to engage safely with their peers, understand, and manage emotions, form healthy relationships, make informed choices, and apply PSHE learning in everyday life. The structured and supportive environment ensures that all pupils can participate fully and achieve meaningful learning outcomes.

The table below outlines the long-term plan for PSHE education, aligned with the PSHE Association Programme of Study and statutory RSHE requirements. Lessons are structured around the three core themes: Health & Wellbeing, Relationships, Living in the Wider World.

➤ YEAR GROUP	➤ AUTUMN TERM (HEALTH & WELLBEING)	➤ SPRING TERM (RELATIONSHIPS)	➤ SUMMER TERM (LIVING IN THE WIDER WORLD)
➤ Year 1	➤ Healthy routines (sleep, food, exercise); Safety at home and school; Naming feelings	➤ Friendship and fairness; Family diversity; Respect and privacy	➤ Rules, rights and responsibilities; Money basics and saving; The world of work
➤ Year 2	➤ Healthy bodies, healthy minds; Medicines and keeping safe; Growth and change	➤ Bullying and kindness; Secrets and trust; Respecting differences	➤ Internet safety; Needs and wants; Protecting the environment
➤ Year 3	➤ Mental health and managing emotions; Nutrition and dental health; Risks and safety (including online)	➤ Positive friendships; Family relationships; Managing conflict	➤ Rules, democracy and the law; Money choices and budgeting; Jobs and skills
➤ Year 4	➤ Physical health, sleep and hygiene; Body image and self-esteem; First aid basics	➤ Healthy relationships; Recognising bullying and seeking help; Online safety and respect	➤ Community participation; Enterprise and responsibility; Sustainability and environment
➤ Year 5	➤ Puberty and growing up; Emotional regulation and wellbeing; Substances and medicines	➤ Respect, consent and boundaries; Family structures and equality; Healthy online relationships	➤ Managing money and spending wisely; Media influence and advertising; Careers and aspirations
➤ Year 6	➤ Managing change and transition; Body image and self-confidence; Keeping safe (including drugs and alcohol)	➤ Relationships and reproduction (RSE); Consent and safety online; Managing peer pressure	➤ Rights, responsibilities and democracy; Financial literacy; Transition to secondary school

➤ YEAR GROUP	➤ AUTUMN TERM (HEALTH & WELLBEING)	➤ SPRING TERM (RELATIONSHIPS)	➤ SUMMER TERM (LIVING IN THE WIDER WORLD)
➤ Year 7	➤ Mental health and resilience; Puberty and hygiene recap; Substance use and risk	➤ Friendship, respect and inclusion; Healthy romantic relationships; Consent and personal boundaries	➤ Identity and diversity; Digital literacy and online footprint; Rights, laws and citizenship
➤ Year 8	➤ Healthy lifestyles and sleep; Emotional wellbeing and coping with stress; Body image and self-esteem	➤ Family dynamics and managing conflict; Consent and sexual orientation; Challenging stereotypes	➤ Financial decision-making; Careers and skills development; Environmental and global issues
➤ Year 9	➤ Mental health and managing pressure; Substance misuse (alcohol, drugs, vaping); Sexual health and contraception intro	➤ Equality, discrimination and the law; Consent and healthy relationships; Recognising abusive behaviour	➤ Managing online information; Rights and responsibilities in work; Financial resilience
➤ Year 10	➤ Managing wellbeing and work-life balance; Health choices and lifestyle management; First aid and emergencies	➤ Long-term relationships and commitment; Sexual health, contraception and STIs; Parenthood and family life	➤ Employment rights and responsibilities; Personal finance and taxation; Ethical consumerism
➤ Year 11	➤ Managing stress and exam pressure; Maintaining wellbeing into adulthood; Health services and self-care	➤ Relationship breakdown and grief; Sexual harassment and consent; Domestic abuse and where to seek help	➤ Preparing for life beyond school; Financial independence and budgeting; Democracy and active citizenship

In summary:

- Statutory RSHE content is fully embedded within this curriculum.
- Lessons are supplemented by assemblies, tutor-time activities, enrichment days, and cross-curricular links.
- Local priorities and pupil voice inform yearly adaptations (e.g., vaping awareness, mental health support).
- Resources from PSHE Association, NSPCC, YoungMinds, MoneySense, and NHS guidance are used where appropriate.

St Vincent's School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

- Teacher Observation
 - Monitoring engagement, effort, and technique during practical work.
 - Assessing how students use materials and respond to feedback.
- Workbook / Folder Reviews

- Evaluating the development of ideas, research, experimentation, and annotation.
- Encouraging self-reflection and documentation of progress.
- Questioning and Class Discussion
 - Informally assessing understanding of techniques, concepts, and art history.
 - Checking for depth of thought, vocabulary use, and analysis skills.
- Peer and Self-Assessment
 - Students reflect on their own work or critique classmates' work.
 - Encourages independent learning and critical thinking.
- Feedback (Verbal and Written)
 - Regular, specific feedback from the teacher during lessons.
 - Often recorded in sketchbooks or digital platforms (iTrack).

Summative assessment

- Project Outcomes
 - Final pieces assessed against clear criteria (e.g., creativity, technique, relevance to theme).
- End-of-term or end-of-year grades
 - School-based levels – through iTrack).

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging
- Developing
- On Track
- Secure
- Exceeding

Please see the below linked policies for further details:

- Assessment policy
- Teaching and Learning Policy

Marking

Children receive regular feedback and St Vincent's School marking follows the school's marking policy. More information can be gathered in our marking and feedback policy.

Recording

In PSHE, pupils will record their learning in the following ways:

- Topic books or folders
- Online assessment-based tool – iTrack

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice per year, once at Annual Review and once at Monitoring Evening.

4. Roles and responsibilities

4.1 Senior Leadership Team

The Senior Leadership Team at St Vincent's school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

4.2 Subject leader

The subject leaders at St Vincent's school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development

4.3 Link governor

The link governor responsible for monitoring the curriculum at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

4.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the curriculum manager / Assistant Headteacher
- › Maintain subject knowledge and appropriate CPD

5.5 Parents

The parent community at our school will follow the responsibilities set out in the Home School Agreement.

5. Monitoring arrangements

The delivery of PSHE is monitored by L. Green (Assistant Headteacher) through:

- Planning scrutiny
- Learning walks
- Learning observations
- Curriculum monitoring meetings

This policy will be reviewed by L. Green (Assistant Headteacher and Lee Johnson (Curriculum Governor) annually. At every review, the policy will be approved by the headteacher].

6. Links with other policies

This policy links to the following policies and procedures:

- > [Relationships and health education (RHE)] [Relationships, sex and health education (RSHE)] policy
- > Behaviour policy