



ST. JOSEPH'S COLLEGE
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PSHEE Policy

Policy Owner Sean Hatton Assistant Head (Wellbeing & Safeguarding)	Associated documents Relationship and Sex Education policy Mental health and wellbeing policy	Legal Framework <ul style="list-style-type: none">• Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026).
Review by SLC	Review frequency Every 3 years	Next Review date September 2028



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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0				
2.0	6.6.25	AH (W&S)	<ol style="list-style-type: none">1. Updated in line with 2025 SJCR PSHEE Curriculum2. Change to structure and formatting3. Updated to reflect the DfE's RSE guidance (2026)	<ol style="list-style-type: none">1. Proper representation2. Ease of reference



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PSHEE policy

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

1. Rationale

- 1.1. PSHEE (Personal, Social, Health and Economic Education) at St Joseph's College is an important aspect of our Pastoral Care System. Through a structured programme of relevant topics every pupil is encouraged to develop an awareness of their role in society, now and in the future by addressing emerging topics.
- 1.2. These topics reflect the ethos of the College and the values we hope to develop in our Christian community. Pupils need to understand and respect each other's' strengths and weaknesses and at the same time develop their own potential – intellectually, physically, socially, emotionally, creatively and spiritually.
- 1.3. PSHEE is valued at St Joseph's College and is therefore at the heart of our curriculum.
- 1.4. We aim to promote all our pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, at work and in the wider community. PSHEE encourages our pupils' ability to relate to others and work for the common good.
- 1.5. Our PSHEE curriculum aims to prepare our pupils for the opportunities, responsibilities and experiences of modern life in British Society, instilling Fundamental British Values as well as the tenets of Catholic teachings. Through the PSHEE curriculum we aim to pass on the enduring values of society, develop pupils' integrity and their self- confidence, enabling them to become successful learners and develop as responsible and caring citizens capable of contributing to a just society.
- 1.6. "PSHEE comprises all aspects of a school's planned provision to promote their pupils' personal and social development, including health and well-being"

(Preparing young people for adult life, DfEE 1999)
- 1.7. Through the PSHEE curriculum and teaching we take due regard of the protected characteristics set out in the Equality Act 2010. We take into account the age, ability, readiness and cultural backgrounds of pupils.



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2. Definition of PSHEE

- 2.1. In defining the role of PSHEE at St Joseph's College we intend that our planned programme should promote our pupils' personal and social development, including health, wellbeing and economic education, looking at the roles they play in society.
- 2.2. PSHEE is much more than just the taught curriculum and is also present in:
 - 2.2.1. Not only what is taught but in all the ways the school supports personal and social development, e.g. charity work, the Assembly Programme, House System, school trips, extra-curricular activities, Pupil Voice Committees, our Code of Conduct
 - 2.2.2. Aspects of specific topics and subjects in other curriculum areas
 - 2.2.3. Our College Mission Statement and the value we place on developing the whole person



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3. Aims of PSHEE

- 3.1. Through PSHEE we aim to help all our pupils:
- 3.1.1. Understand and manage their emotions
 - 3.1.2. Develop morally and spiritually in line with Catholic values
 - 3.1.3. Maintain effective relationships
 - 3.1.4. Value and respect themselves and others
 - 3.1.5. Appreciate difference and the needs of others
 - 3.1.6. Contribute positively to the College and wider communities
 - 3.1.7. Consider social and moral dilemmas
 - 3.1.8. Be responsible for their behaviour and learning
 - 3.1.9. Develop skills of creative thinking, reflective learning and independent enquiry
 - 3.1.10. Be able to assess and manage risk and be confident of their decisions
 - 3.1.11. Be confident to ask for help
 - 3.1.12. Support key Citizenship aims of cultural, political and global awareness
 - 3.1.13. To understand the Fundamental British Values by developing in them a respect and tolerance for others' beliefs and by contributing to their knowledge of British institutions and society.
 - 3.1.14. Be sensitive to the feelings of others and develop teamwork skills
 - 3.1.15. Think about, assess and develop their potential
 - 3.1.16. Make informed and healthy decisions and develop their critical thinking skills
 - 3.1.17. Explore what it means to be enterprising
 - 3.1.18. Understand economic wellbeing and use of money both in business and personal life
 - 3.1.19. Prepare for change



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4. Organisation of PSHEE

- 4.1. PSHEE is taught as a discrete curriculum subject (one 55-minute weekly lesson, with the exception of Year 10 which is fortnightly) throughout the College from Early Years to Year 13. In the Sixth Form, it is called 'Enrichment'.
- 4.2. In the Senior school, groups are rotated 3 times per year in Years 7 to 9 and twice per year in Years 10 and 11.
- 4.3. The Assistant Head (Wellbeing & Safeguarding), with the support of the Heads of Year/Prep Class teachers, are responsible for designing the programme and assist the delivery of PSHEE. It is also their role to consider and identify the training needs of staff delivering the subject. Form Tutors also play an active role in the PSHEE programme and supporting its delivery.
- 4.4. It is a strength of the subject that PSHEE staff represent a wide range of subject areas and breadth of experience. Teachers work in year teams to share good practice and meet once a term. PSHEE lessons allow for a range of practical activities which promote active citizenship e.g. charity fundraising, and supports in the preparation of Year Group Services with an emphasis on spiritual and moral content.



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5. PSHEE Programme and Themes

- 5.1. There are three themes in our delivery of the PSHEE education curriculum, which are as follows:
 - 5.1.1. Living in the Wider world, including Careers
 - 5.1.2. Relationships education (Prep) and Relationships and Sex Education (Senior)
 - 5.1.3. Health and wellbeing, including mental wellbeing
- 5.2. These themes are based on the PSHE Association's Programme of Study, and are delivered through PSHEE lessons, the tutoring programme, assemblies, external speakers and other curriculum areas.
- 5.3. E-Safety, is delivered through each theme rather than sitting as standalone thread as it permeates all aspects of life in today's world.
- 5.4. An overview of the curriculum plan for each Year Group can be found in the appendix
- 5.5. All lesson resources are created internally and are bespoke for the pupils in the College
- 5.6. More detailed schemes of work, lesson plans & resources are available from the respective Heads of Year/Prep class teachers.

6. Visitors and Outside Agencies

- 6.1. We are keen to involve individuals and organisations to resource and support our delivery of the PSHEE programme.
- 6.2. Visiting speakers in recent years have included professionals in the fields of health, religious organisations, law, police, drugs education, higher education, business and the world of work, drama groups etc.
- 6.3. All visiting speakers to the College are checked for suitability. Staff responsible for booking external speakers are required email a copy of the External Visitors Policy in addition to completing an external visitor checklist, which includes an online search. The checklists are retained alongside the single central register and all visitors are expected to work within the terms and spirit of our PSHEE policy.



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7. Relationships and Sex Education

- 7.1. Our teaching in Religious Education and Science support the delivery of this programme in conjunction with Heads of Year through the PSHEE programme. The Catholic Church's teaching on human sexuality, based on the values of the Gospel, provides the context for the College's programme.
- 7.2. Relationships Education is taught across the College and Sex Education is covered in the Senior School.
 - 7.2.1. These are bespoke lessons which often use resources from the TenTen Theatre programme which is in line with both the Department for Education guidelines and the Catholic Education Service.
- 7.3. In the Prep School, this is taught by the class teachers and Prep Pastoral Lead.
- 7.4. In the Senior School, a selected team of staff who are confident and have experience delivering the subject are responsible for its teaching.
- 7.5. Our RSE programme aligns with the CES guidance 'A Model Catholic RSE Curriculum' (2016) and is faithful to the Church's vision of human sexuality rooted in the dignity of the human person, as taught by the Magisterium
- 7.6. All staff delivering RSE have been appropriately trained.

For further details, please see the Relationship and Sex Education Policy (RSE) Policy and Relationship and PSHEE Curriculum Overview in the appendix

8. Links with other Subject Areas

- 8.1. All other subject areas have the opportunity to link with PSHEE through their programmes of study and also through promoting the College ethos and giving pupils confidence and a sense of responsibility.
- 8.2. Particularly strong links exist between the following subjects and the content of PSHEE:



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- 8.2.1. Science and PE include many aspects of health and keeping safe including topical debates
- 8.2.2. Food Technology includes aspects of healthy eating and lifestyles
- 8.2.3. Drama and English include social and moral issues related to relationships
- 8.2.4. RE includes many aspects related to relationships, diversity and self-awareness
- 8.2.5. Mathematics includes areas of economic wellbeing and financial capability
- 8.2.6. Geography includes aspects of environmental and sustainability issues
- 8.2.7. History includes various social and moral issues throughout its programme
- 8.2.8. ICT includes online safety/safeguarding

9. Assessing PSHEE

- 9.1. In PSHEE there are two broad areas for assessment:
 - 9.1.1. A pupils' knowledge and understanding
 - 9.1.2. How well a pupil can use their knowledge and understanding in developing skills and attitudes
- 9.2. Our assessment will:
 - 9.2.1. Be planned as an integral part of teaching and learning
 - 9.2.2. Provide regular opportunities for feedback on pupils' progress and achievements
 - 9.2.3. Include pupils in self-assessment and peer assessment
 - 9.2.4. Reflect evidence of progress in skills of participation as well as knowledge
 - 9.2.5. Include celebrations of reaching milestones and achievement
- 9.3. Assessment will be completed in 2 ways:
 - 9.3.1. Lesson-by-lesson formative assessment, using baseline assessments, quizzes, peer and self-assessments and class discussions
 - 9.3.2. One summative assessment per half term (Prep) or per rotation (Senior) taking the form of a written piece of work or similar



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10. Monitoring and Re-evaluating PSHEE

- 10.1.1. Annual review of programme by Assistant Head (Wellbeing & Safeguarding) with support of Pastoral Middle Leaders, this should include both pupil and staff feedback using surveys and focus groups where appropriate
- 10.1.2. Key areas for improvement are identified with groups of pupils and acted upon
- 10.1.3. Comments from Inspection reports are reviewed and noted for action where appropriate

11. Staff development

- 11.1. Staff involved in PSHEE and RSE receive annual training and CPD, coordinated by the Assistant Head (Wellbeing & Safeguarding), to ensure content is delivered confidently and sensitively



Appendix 1
PSHEE Programme overviews

Core Themes

Relationships, including RHE (Prep) and RSE (Seniors)

Living in the wider world, including Careers

Health and wellbeing, including mental health

Year group		Autumn term			Spring term		Summer term		
Pre- Reception	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
	Strands	My family;	Having conversations, respectful disagreements	Managing conflict; Expressing and understanding feelings in ourselves and others;	Being in a community; Rules and why they are important; understanding differences; different countries and communities	Understanding different occupations;	hygiene routines; healthy eating; being active;		Road and transport safety;
Reception	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe



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Year group		Autumn term			Spring term			Summer term		
	Strands	My family and community;	Positive friendships; cooperative play	All about me; Expressing and understanding feelings in ourselves and others;	School routines; belief;	Understanding different occupations;	Hygiene routines; sleep; screen time; oral hygiene;		Being a safe pedestrian;	
Year 1	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Keeping safe	Physical health and mental wellbeing	Growing and changing	Money and work
	Strands	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	How rules and age restrictions help us; keeping safe online	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	Strengths and interests; jobs in the community
Year 2	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing



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Year group		Autumn term			Spring term			Summer term		
	Strands	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year
Year 3	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
	Strands	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places



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Year group		Autumn term			Spring term			Summer term		
Year 4	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
	Strands	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities, Fundamental British Values;	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Media literacy and digital resilience	Physical health and mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Money and work



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Year group		Autumn term			Spring term			Summer term		
	Strands	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	How information online is targeted; different media types, their role and impact	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Protecting the environment; compassion towards others, Fundamental British Values;	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Year 6	Theme	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Keeping safe	Growing and changing	Physical health and mental wellbeing	Money and work
	Strands	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes, Fundamental British Values;	Evaluating media sources; sharing things online	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Human reproduction and birth; increasing independence; managing transition	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Influences and attitudes to money; money and financial risks



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Year group		Sept	Rotation 1		Rotation 2		Rotation 3	
7	Theme	Intro module	Transition and safety	Health and Puberty	Developing skills and aspirations	Financial decision making	Diversity	Building relationships
	Strands	Transition to secondary school, Who to Talk to, Online Safety	Personal safety in and outside school, including first aid	Healthy routines, influences on health, puberty, unwanted contact, and FGM	Careers, teamwork and enterprise skills, and raising aspirations	Saving, borrowing, budgeting and making financial choices	Diversity, prejudice, and bullying	Self-worth, romance and friendships (including online) and relationship boundaries
8	Theme		Drugs and alcohol	Emotional wellbeing	Community and careers	Digital literacy	Discrimination	Identity and relationships
	Strands		Alcohol and drug misuse and pressures relating to drug use	Mental health and emotional wellbeing, including body image and coping strategies	Equality of opportunity in careers and life choices, and different types and patterns of work	Online safety, digital literacy, media reliability, and gambling hooks	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception



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Year group		Sept	Rotation 1		Rotation 2		Rotation 3	
9	Theme		Peer influence, substance use and gangs	Healthy lifestyle	Setting goals	Employability skills	Respectful relationships	Intimate relationships
	Strands		Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Diet, exercise, lifestyle balance and healthy choices, and first aid	Learning strengths, career options and goal setting as part of the GCSE options process	Employability and online presence	Families and parenting, healthy relationships, conflict resolution, and relationship changes	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography



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Year group		Rotation 1			Rotation 2		
10	Theme	Mental health	Exploring influence	Addressing extremism and radicalisation	Financial decision making	Work experience	Healthy relationships
	Strands	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The influence and impact of drugs, gangs, role models and the media	Communities, belonging and challenging extremism	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Preparation for and evaluation of work experience and readiness for work	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography
11	Theme	Building for the future	Independence	Next steps	Communication in relationships	Families	
	Strands	Self-efficacy, stress management, and future opportunities	Responsible health choices, and safety in independent contexts	Application processes, and skills for further education, employment and career progression	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



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Year group		Autumn term		Spring term		Summer term	
12	Theme	Mental health and emotional wellbeing	Readiness for work	Diversity and inclusion	Respectful relationships	Planning for the future	Health choices and safety
	Strands	<ul style="list-style-type: none"> Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies 	<ul style="list-style-type: none"> Career opportunities Preparing for the world of work 	<ul style="list-style-type: none"> Living in a diverse society Challenging prejudice and discrimination 	<ul style="list-style-type: none"> Respectful relationships Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships 	<ul style="list-style-type: none"> Exploring future opportunities Post-18 options The impact of financial decisions 	<ul style="list-style-type: none"> Independence and keeping safe Travel First aid The impact of substance use
13	Theme	Next steps	Independence	Intimate relationships	Financial choices	Building and maintaining relationships	
	Strands	<ul style="list-style-type: none"> Application processes Future opportunities and career development Maintaining a positive professional identity 	<ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood 	<ul style="list-style-type: none"> Personal values, including in relation to contraception and sexual health Fertility Pregnancy 	<ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices 	<ul style="list-style-type: none"> New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes 	