



# Catch22 School Policy

## PSHE policy

### Catch 22 Suffolk Include Primary School

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Daryl Bates
Queries to:	Daryl Bates
Date created:	July 2022
Date of last review:	Sept 2025
Date of next review:	July 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff and managers

# Catch 22 Suffolk Include

## Education Intent Statement

### Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

### Place

Supporting people to find, retain, transition safely into homes and communities

### Purpose

Working with people to achieve their purpose in education, employment or training

### People

Building networks of people around individuals

### Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

### Our School Vision:

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to reignite their love of learning and help them become the very best version of themselves that they can be.

### Our Educational Intent:

	Evidenced in this policy?
<b>Brilliant basics, magic moments</b> <ul style="list-style-type: none"> <li>Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.</li> <li>Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development</li> </ul>	X
<b>Relationships beat structures</b> <ul style="list-style-type: none"> <li>Treat pupils as individuals and help them to build bright futures in both their personal and professional lives</li> </ul>	X

<p><b>Things about you, built with you, are for you</b></p> <ul style="list-style-type: none"> <li>• Understand pupils’ unique needs and help them overcome their barriers to learning</li> <li>• Engage pupils with a broad and rich curriculum so they can realise their ambitions</li> <li>• Make our pupils’ voices heard and harness participation to benefit pupils and help our schools to improve.</li> </ul>	<p>X</p> <p>X</p> <p>X</p>
<p><b>Unleash Greatness</b></p> <ul style="list-style-type: none"> <li>• Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.</li> <li>• Instil belief in pupils so they can progress and succeed in education, training and employment</li> </ul>	<p>X</p> <p>X</p>
<p><b>Let robots be robots and humans be human</b></p> <ul style="list-style-type: none"> <li>• Ensure pupils have a rounded understanding of themselves and the world around them.</li> <li>• Harness curiosity and nurture a love of learning.</li> <li>• Support and protect our pupils to be safe and feel safe online and offline.</li> </ul>	<p>X</p> <p>X</p> <p>X</p>
<p><b>Incubate, accelerate, amplify</b> Embrace the values of ‘Rights Respecting Schools’; helping pupils thrive as individuals both as members of their school and the wider community.</p>	<p>X</p>

## 1. What is the policy about?

This policy sets out Catch 22 Suffolk Include Primary School's approach to PSHE. PSHE is a non-statutory subject, however, there are aspects of it we are required to teach.

- 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

## 2. Who does this policy apply to?

The Curriculum Policy is for all Catch22 Education Staff, Commissioners, Parents/Carers, young people and Inspectors.

## 3. Policy requirements

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details which can be found on our website. For other aspects of PSHE, including health education, see the curriculum map in Appendix 1 for more details about what is delivered.

### 3.2 How we teach it

- PSHE lessons are timetabled to take place twice a week. All resources are from EC Publishing and follows the updated DfE Statutory Guidance and the PSHE Association's three main themes. These are:
  - Living in the Wider World
  - Health and Wellbeing
  - Relationships Education

Further trusted resources are reviewed, agreed upon and used to support the teaching of PSHE. These include:

- [What is Pol-Ed? | Pol-Ed - A positive force in education](#)

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other. All of the resources focus on the West Yorkshire Police priorities and Ofsted lines of enquiry and are

linked to the DfE statutory guidance and PSHE Association Programme of Study to ensure we are best meeting the needs of our young people.

- Children & Families, Health Protection and Sexual & Reproductive Health, Suffolk County Council

All lessons are further differentiated and adapted to the learning needs of the classroom pupils.

➤ Parts of the PSHE curriculum are taught through cross curriculum links and are embedded into other parts of the curriculum:

- There are weekly assemblies which address ongoing relevant safety precautions (for example, sun safety in the Summer) and emerging social interaction needs and events (for example, online safety).
- Social, Moral, Cultural, Spiritual (SMSC) coverage is consistently embedded across the curriculum across all age groups and emerging events and needs within the locality of the school are taught throughout the year. Pupils are given the opportunity to engage in discussions, debates, lessons and activities to enhance their SMSC understanding. Where appropriate, a variety of events are often celebrated so pupils can apply and present their knowledge and understanding in a range of contexts.
- A 'Life Skills' lesson is also timetabled each week to provide opportunity for teaching pupils essential skills to navigate everyday challenges and build social and emotional competence. These lessons often include communication skills, problem-solving, teamwork and practical skills-based tasks which may be required in everyday life. These are also tailored around pupil needs, interests and goals. By fostering these foundational skills early, we aim to support pupils to develop confidence and resilience, preparing them for future academic and social situations.
- Weekly circle time allows pupils to share their experiences and build on their social skills whilst raising opportunities to teach about different family types, celebrations and religious and cultural diversities.
- Each site has a school council group consisting of pupils that have been elected by their peers. Parts of PSHE is taught through school council meetings and during the process of school elections.

➤ Teachers will deliver PSHE lessons. Assistant Head Teachers and Teaching Assistants may deliver parts of PSHE across the curriculum and through assemblies.

Outside agencies such as nurses, fire services or Suffolk Constabulary may deliver parts of the PSHE curriculum where necessary.

➤ Teachers are reminded and informed about how to approach controversial topics or difficult questions from pupils without letting their personal beliefs and attitudes influence teaching. Regular teaching meetings, supervisions and training inform teachers how they can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them

➤ Assessment:

- Whole school and whole class coverage will be recorded by classroom teachers via Gridmaker.
- Individual pupil progress will be assessed using observations, regular marking and end of unit tests. Individual pupil progress will be recorded via Insight. All recorded progress will be regularly reviewed by teachers and will inform the planning of future PSHE lessons.
- The Boxall Profile is an evidence-based tool used to assess and address young people's social, emotional and behavioural development. This is used to inform interventions and areas of development in social and emotional aspects of PSHE.

### **3.2 Monitoring PSHE delivery**

The delivery of PSHE is monitored by the Headteacher and Deputy Headteacher/ SENCo through:

- Lessons observations, regular learning walks and planned work scrutinies.
- Lessons will be recorded by teaching staff using Gridmaker. Gridmaker data is reviewed to provide a clear picture of whole-school curriculum coverage, ensuring that all areas are taught consistently and effectively. This data is also scrutinised as part of monitoring and quality assurance processes, supporting leaders in identifying strengths, addressing gaps and driving continuous development.
- This policy will be reviewed by the Director of Education every two years. At every review, the policy will be approved by Daryl Bates – Head Teacher.

## **4. Definitions**

- PSHE – Personal, Social, Health and Economic education
- RSE – Relationship and Sex Education

## **5. Related policies**

- RSE policy
- Curriculum policy
- Personal development policy
- Safeguarding policy

## 6. Appendices

## Appendix 1: PSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	1) This is me (identity) 2) How we grow	1) Respect 2) Polite words 3) Sharing and taking turns 4) Being helpful 5) Being kind 6) Getting hurt	1) All about rules 2) Online world 3) Online safety	1) Keeping clean 2) Healthy teeth 3) Fun in the sun 4) Healthy food 5) Eating well 6) Keeping fit and healthy	1) People who care for me 2) What is a family? 3) Family and me 4) All about bodies 5) My body belongs to me 6) Asking for permission	1) Caring for living things 2) Recycling 3) Plastic and pollution 4) Global warming	
	3) What are feelings? 4) Feelings and loss 5) How we play and learn		4) Strengths and interests 5) Jobs and skills				5) My classroom community 6) Community helpers
	6) Staying safe		6) Welcoming everyone				
Year 2	1) What is money? 2) Ways to pay 3) Earning money 4) Saving and spending 5) Wants and needs	1) Healthy habits 2) All about teeth 3) Sleep routines 4) Medicines 5) All about feelings 6) BIG feelings.	1) Making friends 2) Being a good friend 3) Playing with others 4) Working with others 5) Manners and respect 6) Resolving conflict	1) What is the internet? 2) Personal Data 3) Online safety 4) Online information	1) Human life cycle 2) Brilliant bodies	1) Feeling lonely 2) Bullying 3) Unkind words 4) Kindness 5) Secrets and surprises	
				5) Belonging to a community 6) Same/different (diversity)	3) Safety and risk 4) Safety at home 5) Road safety 6) Accidents and emergencies		
Year 3	1) Feelings and me 2) Resilience & self-esteem 3) Exercise and wellbeing	1) Role models 2) Manners and politeness 3) Family and me 4) People who care for me 5) Caring for others	1) Jobs and sectors 2) Careers and skills 3) Targets and goals 4) Career routes 5) Stereotypes	1) Personal safety & risk 2) Fire safety	1) Seeking permission 2) Privacy and boundaries 3) Friendship boundaries 4) Respectful behaviour 5) Bullying and hurtful behaviour	1) Rules and laws 2) Rights & responsibilities 3) E-safety 4) Age-appropriate content 5) Why is the news important?	
	4) Personal identity 5) Strengths and interests			3) Healthy eating 4) What is a habit? 5) Healthy choices			
Year 4	1) Value for money 2) Responsible spending 3) Keeping track of money 4) Gambling and risk 5) What is advertising?	1) Allergies 2) Germs and Illness 3) Vaccinations 4) Drugs and Medicines 5) Habits and Addiction	1) Communicating Online 2) Cyberbullying 3) Harmful Content/Contact 4) Hurtful Behaviour 5) Secrets	1) Fake Images 2) Digital Footprint	1) Staying Healthy	1) Committed Relationships 2) Honesty & Trust 3) Positive Friendships	
				3) Diverse Communities 4) Racism 5) Prejudice & Discrimination	2) Growing Up Girls 3) Growing Up Boys 4) Changing Emotions 5) Personal Hygiene	4) Dares & Challenges 5) Respecting Difference	
Year 5	1) Internet & screentime 2) Age restrictions	1) Understanding emotions 2) Feelings & emotions 3) Self-esteem 4) What is mental health? 5) Physical health 6) FGM introduction	1) Caring for babies 2) Gender identity 3) Online behaviour & risks 4) Stranger danger	1) Success & achievement 2) Responsibility 3) Courtesy & manners 4) Change, grief & loss 5) The environment	1) Healthy habits 2) Sleep hygiene	1) Behaviour & respect 2) Feeling left out 3) Friendships 4) Peer pressure 5) Loving stable families	
	3) Careers & stereotypes						
	4) Fake news						
	5) Fireworks & bonfires						
Year 6	1) Healthy living 2) Being healthy 3) Dental hygiene 4) Germs, bacteria & viruses	1) Positive relationships 2) Disagreeing respectfully 3) Family and commitment 4) Love and abuse 5) Online gaming safety	1) Help & advice	1) Body image 2) Girls' puberty 3) Boys' puberty 4) Hormones & emotions	1) Bullying 2) Bullying or teasing? 3) Consent 4) Attraction 5) Human reproduction	1) What is money? 2) Attitudes about money	
			2) Identity & community 3) Diversity in the UK	5) Mental health symptoms 6) Alcohol 7) Drugs		3) Personal safety & hazards	
			4) Social media 5) Online privacy & data			4) Transition	

# Annex 1: Equality Impact Assessment

## 1. Summary

<b>This EIA is for:</b>	Curriculum Policy
<b>EIA completed by:</b>	Head of Quality of Education
<b>Date of assessment:</b>	5 July 2022
<b>Assessment approved by:</b>	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

### **Objectives and intended outcomes**

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p><b>Age</b></p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p><b>Disability</b></p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p><b>Gender reassignment (transsexual, transgender, trans)</b></p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p><b>Marriage and civil partnership</b></p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p><b>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</b></p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
<b>Race</b> Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Religion and belief</b> Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Sex</b> Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
<b>Sexual orientation</b> Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

### 3. More information/notes