Date of last review: Nov 2026

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Our Christian Ethos

At Kingdom Christian School, we believe that every child is created in the image of God and is uniquely valued. We seek to provide an environment where children grow in faith, knowledge, confidence and character, learning to show kindness, compassion, respect and love towards others.

We encourage our pupils to follow Christian values in their everyday lives, to make responsible choices and to become positive members of their school, family and wider community.

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1. Introduction

Personal, Social, Health and Economic (PSHE) education supports the development and flourishing of every pupil at Kingdom Christian School. It helps children to understand themselves and others, participate positively in their communities, make responsible choices and develop the knowledge, skills and values they need for life.

PSHE is part of the school's wider provision for personal development. Kingdom Christian School uses Ten Ten Resources' *Life to the Full Plus* as its core programme for PSHE. This complements, but is distinct from, the school's statutory Relationships, Sex and Health Education (RSHE) provision delivered through *Life to the Full*, Pathway 2.

Although Ten Ten is a Catholic-developed resource, the school uses it selectively and thoughtfully, drawing on the Christian teachings, values and principles that support its own Christian ethos and educational aims. The school does not automatically adopt all aspects of the resource's Catholic approach or teaching. Materials are considered carefully to ensure they are appropriate for the school, its pupils and its beliefs.

Our approach reflects the Christian belief that every person is made in the image of God and deserves dignity, kindness, compassion and respect.

2. Vision and Christian Ethos

Our Christian ethos encourages pupils to grow as loving, responsible and active members of their families, school and wider communities.

Our mission statement: It is our mission to educate children from a Biblical perspective, teaching them to love the Lord their God with all their heart, soul and strength (Matthew 22:37), whilst enabling them to achieve all the plans that God has for them in order to positively impact the wider world.

PSHE provides opportunities to explore how Christian values and biblical principles can be lived out in everyday life.

3. Aims

Through PSHE, we aim to enable pupils to:

- Develop confidence, self-awareness, resilience and a positive sense of identity.
- Recognise their own worth and the dignity of others.
- Develop the skills needed to make thoughtful and responsible decisions.
- Understand rights, responsibilities, rules and the importance of contributing positively to society.
- Develop respect for people whose backgrounds, beliefs and experiences may differ from their own.
- Understand democracy, the rule of law, individual liberty, mutual respect and tolerance within the context of the school's Christian ethos.
- Develop age-appropriate understanding of money, economic choices and responsible use of resources.
- Learn about aspirations, strengths, skills, future opportunities and the world of work.
- Develop the skills to participate constructively in school and community life.

- Understand how their choices and actions can make a positive difference locally and globally.

4. Relationship between PSHE and RSHE

PSHE and RSHE are closely connected but are not interchangeable.

The school's RSHE Policy sets out provision for statutory Relationships Education and Health Education. Kingdom Christian School delivers its RSHE curriculum through Ten Ten Resources' *Life to the Full*, Pathway 3.

PSHE is delivered through Ten Ten Resources' *Life to the Full Plus*, which broadens and complements the school's RSHE provision. It supports personal, social, economic and citizenship education, including British Values, participation and citizenship, economic wellbeing, aspirations, community responsibility and wider personal development.

Although both programmes are produced by a Catholic organisation, the school uses the materials thoughtfully and selectively, drawing on those Christian values and teachings which reflect its own beliefs and ethos.

Some themes, for example safety, wellbeing, relationships, online life and respect for others, naturally connect across both areas.

5. Curriculum Organisation

PSHE is planned through the school's PSHE long-term plan using Ten Ten Resources' *Life to the Full Plus*. It is taught regularly and explicitly, with content sequenced to meet the needs and maturity of pupils and to complement the separate weekly RSHE entitlement delivered through *Life to the Full*, Pathway 3. Teachers follow the agreed long-term plan so that coverage and progression remain clear.

Key areas of PSHE provision include:

- Personal development, character, resilience and growth.
- Citizenship, participation and pupil leadership.
- British Values and preparation for life in modern Britain.
- Community, belonging, service and social responsibility.
- Economic wellbeing, money and responsible choices.
- Aspirations, talents, strengths and awareness of future opportunities and careers.
- Environmental responsibility and care for creation.
- Respect for diversity and constructive participation in society.

At Kingdom Christian School, we adopt a varied, engaging and inclusive approach to teaching Personal, Social, Health and Economic (PSHE) education, with a strong emphasis on active learning, meaningful discussion, investigation and problem-solving. PSHE is taught through weekly timetabled lessons across all classes, using age-appropriate approaches such as circle time, collaborative activities, group discussions and practical experiences. Where appropriate, themes are explored in greater depth through focused learning weeks, with key messages revisited and reinforced throughout the school day.

Our PSHE provision promotes children's emotional health, mental wellbeing and personal development. Pupils are supported to recognise, understand and manage their feelings, develop emotional resilience and apply practical strategies to support their wellbeing, reflective of the Christian ethos of the school, such as praying with peers or staff as part of pastoral care, drawing on bible verses for encouragement or asking 'What would Jesus do in this situation?'. These approaches are embedded within everyday classroom practice, with staff consistently modelling and reinforcing strategies to help children regulate their emotions, develop positive relationships and make informed, responsible choices.

PSHE is woven throughout the wider curriculum, whole-school experiences and the Christian ethos of Kingdom Christian School, ensuring that learning is meaningful, relevant and connected to everyday life. Weekly assemblies provide opportunities to explore important PSHE themes, British values, protected characteristics and topical issues, including fire safety around Bonfire night, water safety, Remembrance and Human Rights Day. External visitors, including representatives from the police and railway safety organisations, further enrich pupils' understanding of personal safety and their responsibilities within the wider community.

We are committed to bringing learning to life through practical experiences, enrichment days and whole-school initiatives. Activities such as careers markets, dedicated PSHE days and workshops covering dental hygiene, financial awareness and other essential life skills provide opportunities for pupils to develop their knowledge and confidence through hands-on learning. We also celebrate the cultural diversity within our school community, welcoming families to share their traditions, heritage and experiences, fostering mutual respect, understanding and appreciation of others.

Our PSHE provision actively encourages pupils to become compassionate, responsible and engaged citizens, both locally and globally. Through community initiatives such as fundraising bake sales in Alfreton Market, singing to raise money for the Royal British Legion, visiting local care homes to sing to the elderly and organising charitable events such as a summer fair to support Howrah School in India, children are empowered to make a positive difference in the lives of others. These experiences reflect our Christian values of kindness, compassion, service and respect, helping pupils develop a strong sense of social responsibility and an understanding of their role in contributing positively to society.

Through this holistic approach, we aim to equip every child with the knowledge, skills, confidence and values needed to lead a healthy, safe, fulfilling and purposeful life, both within school and beyond.

6. British Values

Kingdom Christian School actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

These values are taught in a way that is consistent with the school's Christian character and its commitment to the dignity and worth of every person.

- **Democracy** – pupils learn that their voice matters and experience appropriate opportunities to contribute to decisions, including through pupil leadership and representation.
- **The rule of law** – pupils learn why rules and laws exist, how they protect people and why rights are accompanied by responsibilities.
- **Individual liberty** – pupils develop confidence to make choices within a framework of responsibility, safety and respect for others.
- **Mutual respect** – pupils are taught to recognise the value of every person and to disagree respectfully.
- **Tolerance of those with different faiths and beliefs** – pupils learn about and encounter diversity in ways that develop knowledge, respect and positive relationships.

British Values are reinforced through the wider curriculum, school leadership opportunities, Christian values, community engagement and the daily life of the school.

At Kingdom Christian School, we are committed to bringing British Values to life through meaningful, engaging and memorable learning experiences that enable children to understand not only what each value means, but also the important role it plays in modern Britain. We adopt a whole-school approach, exploring one fundamental British Value in depth each half term through assemblies, classroom discussions, practical activities and enrichment opportunities. We believe that children develop a deeper understanding when they experience these values in action and make meaningful connections to their own lives and the wider world. Each week, classes vote for the British Value they think has been most evident in their classroom. We record evidence of British Values learning in our floor book, which children enjoy reflecting on.

Our creative approach includes enrichment experiences such as Individual Liberty Day and cultural celebration days, which promote mutual respect and tolerance of different backgrounds and traditions, as well as an interactive courtroom trial of the

Big Bad Wolf from The Three Little Pigs, which brings the rule of law to life in an engaging and age-appropriate way. Democracy is embedded in everyday school life through our School Council and regular opportunities for pupil voice. Children are encouraged to express their opinions, contribute ideas and participate in decisions that shape their school experience. From voting on classroom stories and class rewards to proposing and influencing wider school initiatives, pupils learn that their voices matter and that they can make a positive difference. These experiences are explicitly linked to the democratic processes of modern Britain, helping children understand the importance of representation, fairness, participation and collective decision-making.

Through this practical and inclusive approach, underpinned by our Christian ethos, we aim to ensure that British Values are not simply taught but actively experienced, understood and reflected in the daily life of our school. We seek to nurture respectful, responsible and informed young citizens who appreciate the importance of individual freedoms, the rule of law, democracy and mutual respect within a diverse society.

7. Citizenship, Community and Pupil Leadership

PSHE helps pupils understand that they belong to communities at local, national and global levels and that they have both rights and responsibilities within them.

Opportunities for active participation may include School Council, pupil leadership roles, charitable and community projects, environmental action, peer support and other initiatives through which pupils contribute to school and community life.

These experiences help pupils move from learning about responsibility to practising service, leadership, collaboration and care for others.

8. Economic Wellbeing and Aspirations

Pupils are introduced to age-appropriate learning about money and economic wellbeing. This includes understanding that money and resources are finite, recognising needs and wants, making responsible choices, saving and spending, and developing awareness of how financial decisions can affect individuals and families.

PSHE also supports pupils in recognising their gifts, talents and interests, developing aspirations and understanding that there are many routes into future education, training and employment. Stereotypes about jobs and opportunities are challenged appropriately so that pupils are encouraged to recognise their potential. This learning is further enhanced through our money matters workshop and careers fair.

9. Teaching and Learning

PSHE is taught using the agreed *Life to the Full Plus* programme and approaches that encourage participation, reflection, discussion and application to real-life situations.

Teachers create a safe and respectful environment in which pupils can explore ideas without being required to disclose private personal information.

- Clear ground rules are used for discussion.
- Teaching is age-appropriate and sensitive to pupils' experiences.
- Discussion, scenarios, stories, role-play, reflection, debate and collaborative activities may be used where appropriate.
- Teachers model respectful dialogue and challenge stereotypes, prejudice and discriminatory language.
- Learning is adapted where necessary so that all pupils can participate meaningfully.
- Pupils are encouraged to ask questions, think critically and explain their choices and reasoning.

Teachers use the programme thoughtfully, selecting materials that are consistent with the school's Christian ethos and educational aims.

10. Equality, Diversity and Inclusion

PSHE is inclusive and accessible to all pupils. The curriculum is taught with sensitivity to pupils' abilities, maturity, family circumstances, culture, faith and individual needs. Every pupil is treated with dignity, respect and compassion.

Teachers make appropriate adaptations for pupils with SEND while retaining ambition and ensuring access to essential learning. PSHE supports pupils in recognising discrimination, prejudice, bullying and unfair treatment and in knowing how to respond and seek help.

The school promotes respect for difference while teaching within its Christian ethos and in accordance with its legal equality duties.

11. Safeguarding and Sensitive Issues

PSHE contributes to safeguarding by helping pupils develop knowledge, confidence, vocabulary and decision-making skills that support their safety and wellbeing.

Where learning touches on statutory Relationships or Health Education, staff follow the RSHE Policy and agreed curriculum.

Staff must not promise confidentiality. Any disclosure or concern arising during PSHE is managed in accordance with the school's Safeguarding and Child Protection Policy and referred to the Designated Safeguarding Lead (DSL) or Deputy DSL as appropriate.

12. Assessment and Pupil Voice

Assessment in PSHE is used to understand what pupils know, understand and can apply. It does not judge pupils' personal beliefs, family circumstances or private behaviour.

Teachers may use discussion, pupil responses, reflection, scenarios, recorded work and observation of learning to identify progress and misconceptions.

Pupil voice is an important part of evaluating provision. Age-appropriate discussion, surveys, focus groups and pupil leadership feedback help leaders understand pupils' experiences, identify emerging needs and refine future provision.

13. Monitoring and Evaluation

The PSHE/RSHE Lead, working with the Headteacher and senior leaders, monitors the quality, coverage and impact of PSHE through the school's agreed monitoring arrangements. These may include:

- Review of long-term planning and curriculum coverage.
- Pupil voice.
- Scrutiny of appropriate pupil work or other evidence.
- Learning walks or visits to provision where appropriate.
- Staff discussion and feedback.
- Review of inclusion and provision for identified groups.
- Review of how British Values and wider personal development are embedded across school life.

Monitoring findings are used to identify strengths, respond to pupil need, support staff and inform priorities for improvement. Relevant findings are shared with senior leaders and governors.

14. Review

This policy will be reviewed every two years or sooner in response to new statutory guidance, emerging issues or significant curriculum changes.

Version control table

Version	Date	Changes	Approval
1	Nov 2026	New policy	GB