

# Personal Social Health and Economic Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 1<sup>st</sup> September 2025

**Last reviewed on:** 1<sup>st</sup> September 2024

**Next review due by:** 1<sup>st</sup> September 2026

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

## 1. Aims

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

- Promote the emotional health and well-being of all pupils.
- Promote the needs and interests of all pupils.
- Promote positive relationships.
- Promote the social and emotional skills that underpin effective learning.
- Promote a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Reflect the school's aim and ethos.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

## 2. Statutory requirements

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.

We must teach personal, social, health and economic education under the Independent School Standards 2014.

## 3. Content and delivery

### 3.1 What we teach

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

Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

### **3.2 How we teach it**

Pupils will usually have two discrete PSHE lesson each week. In addition, PSHE is incorporated into tutor time and enhanced by SMSC activities, school trips, internal and external speakers, whole school events and charity events. School trips are planned throughout the year to coincide with relevant topics.

The curriculum will be taught by subject specific PSHE teachers/tutors and trainee tutors. Outside personnel will be brought in to enhance subjects, e.g. the school nurse. There will be regular 'heads up' meetings for staff in relation to controversial subjects, related to appropriate delivery and there will be regular training to enhance knowledge and aid specific delivery. Lessons are always pre-planned to ensure a high quality of content and prepared responses. Ongoing staff support is available with subject specific mentoring.

Teaching methods will be appropriate to the specific students' needs and preferred ways of learning; all lessons will use several different teaching methods to engage students and support an inclusive learning environment. Several assessment methods will be used depending on the type of topic covered e.g. plenary/discussions/baseline assessments/starter tasks/diamond 9/head, heart and hands/quizzes/drawing/writing. Reporting to parents/carers will be through progress days, regular updates in phone calls, end of term reports, letters home and meetings.

## **4. Roles and responsibilities**

### **4.1 The directors**

The directors will approve the PSHE policy.

### **4.2 The Senior Leadership Team**

The School Manager and the Education Manager are jointly responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by the leadership team, head teacher and the directors through regular quality assurance activities including observations, learning walks and work scrutinies.

This policy will be reviewed by the directors and head teacher annually.

### **5.1 Curriculum map**

For each pupil the delivery of the curriculum will be differentiated in order to support progress at all starting points, and support a range of diverse learning needs. Therefore, pupils will not necessarily move through the curriculum according to their year group.

## **6. Links with other policies**

This policy links to the following policies and procedures:

Safeguarding and Child Protection Policy

Online Safety Policy

Spiritual, Moral, Social and Cultural Development Policy

Anti-bullying Policy

Equality and Diversity Policy

Pupil Voice Policy

Drug and Substance Misuse Policy

Relationship and Sex Education Policy

## Appendix 1 PSHE Curriculum Map

Year 7	Content	Knowledge and Skills
Autumn 1	Health and wellbeing: Transition to secondary school. Diet, exercise and how to make healthy choices.	To develop knowledge, skills and attributes to effectively manage the transition to a new school. To begin, grow and maintain friendship in a new situation. To develop each student's identity and to improve study skills and to develop student's personal responsibilities for their own academic progress. To increase understanding of how lifestyle choices can affect health. To develop resilience and learn strategies to manage negative influences on lifestyle choices
Autumn 2	Living in the wider world: Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations.	To understand the skills and qualities associated with enterprise and employability. To explore different types of employment and roles at work. To challenge stereotypes and expectations which may limit aspirations. To clarify student's early aspirations for future career choice and relate this to their own skills and strengths
Spring 1	Relationships: Diversity, prejudice and bullying including cyber bullying. Managing on and off line friendships.	To develop the concept of diversity through exploring rights and responsibilities. To explore the nature of prejudice and discrimination and ways to challenge and manage them. To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place. To recognise and manage social risks of using the internet. To understand that there are different types of positive relationships and that they share common features. To understand conflict resolution strategies within the context of personal relationships. To be aware that the media portrayal of relationships may not reflect real life.
Spring 2	Health and wellbeing: The risk of alcohol, tobacco and other substances. Managing puberty and the issues of unwanted contact and FGM.	To develop skills to assess risks to health from substance use, to understand the laws relating to alcohol and tobacco use. To develop strategies for managing peer influence. To understand the physical and emotional changes young people experience and the importance of personal hygiene. To understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as female genital mutilation (FGM) are illegal and know how to get support if they have concerns for their own safety or that of others. To encourage young people to take increased responsibility for their own physical health.
Summer 1	Relationships Self-esteem and romance, and exploring family life.	To explore the positive qualities that people might bring to relationships and to promote self-esteem. To understand the importance of friendship as a basis for romantic relationships. To explore the role of parents and the importance of stable long term relationships for family life.
Summer 2	Living in the wider world: Making ethical financial decisions,	To understand the impact of financial decisions on ourselves and others and to understand the concepts of spending and saving, including managing a simple budget.

	saving, spending and budgeting our money.	
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Year 8	Content	Knowledge and Skills
Autumn 1	Health and Wellbeing; First aid and personal safety, focusing on road safety. Alcohol and drug misuse and managing peer influence.	To understand what to do in an emergency and to develop basic first aid and lifesaving skills. To understand risk within the context of personal safety, especially road safety. To consider opinions, facts and laws surrounding drug use. To consider the consequences of, and strategies to manage, unhealthy drug related behaviours. To develop strategies to manage peer and other influence around alcohol, tobacco and drug use.
Autumn 2	Living in the wider world: Rights and responsibilities in the community including challenging age and disability discrimination.	To consider rights and responsibilities in the community, including in careers and life choices.
Spring 1	Relationships: Tackling racism and religious discrimination, promoting human rights. Online safety and digital literacy.	To enable students to reflect on their responsibilities towards those who are being discriminated against, with a particular focus on racism and religious discrimination. To support students to understand the impact of peer influence on tolerance and respect towards others. To support students to recognise the need to balance being tolerant of others with protecting their own rights and promoting the values they believe are important. To support young people to manage their online safety and to support young people to take increased responsibility for their online safety and digital literacy.
Spring 2	Health and Well-being: mental health and emotional wellbeing including body image. Managing change and loss.	To support greater awareness of mental and emotional wellbeing issues. To develop greater understanding of issues around body image. To develop additional strategies to promote mental health and resilience. To explore the impacts of and ways to manage loss.
Summer 1	Introduction to sexuality and consent. Introduction to contraception including condom and the pill.	To analyse positive and stable relationships and to understand what expectations might be of having a partner. To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. To develop knowledge and skills related to the condom and pill.
Summer 2	Living in the wider world: Evaluating value	To empower students to make informed and appropriate choices as consumers. To develop an understanding of the risks and consequences of personal choices in financial decision making.

	for money in services. Risks and consequences making financial decisions.	
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Year 9	Content	Knowledge and Skills
Autumn 1	Health and Wellbeing: Peer pressure, assertiveness and risk, gang crime. Dieting, lifestyle and unhealthy coping strategies.	To develop skills to manage changing relationships, to further develop risk assessment and management strategies. Including assertiveness. To learn how to identify, manage and avoid the potential risks associated with being part of a gang. To promote a more mature understanding of how to balance work, leisure and exercise. To expand student's concept of a healthy diet and a healthy lifestyle. To understand the importance of resilience in maintaining positive mental health and to recognise the risk posed by unhealthy coping strategies and identify coping strategies.
Autumn 2	Living in the wider world: Understand careers and future aspirations. Identifying learning strengths and setting goals as part of the GCES options process.	To continue the personal review and planning process, identifying student's strengths, interests, qualities and ambitions and making links between these and employability. To investigate the nature of careers and develop student's aspirations for future career choice. To understand the range of post 16 options in order to inform KS4 choices.
Spring 1	Relationships: Managing conflict at home and the dangers of running away from home. Tackling homophobia, transphobia and sexism.	To develop strategies for managing conflict with parents and family members. To understand the risks associated with running away from home. To develop a more mature understanding of identity, to understand gender identity, gender stereotyping and transphobia. To analyse the effects of homophobia and biphobia on individuals and how society has challenged homophobia and biphobia.
Spring 2	Health and Well Being: Managing peer pressure in relation to illicit substances. Assessing the risks of drug and alcohol abuse and addiction	To develop the skills and understanding to manage the influence of peer pressure and social expectations on drug use. To be able to identify the health and legal risks associated with drug and alcohol abuse. To assess and manage the risks related to using illegal drugs. To understand the effects of long term alcohol and drug abuse and know how to seek help. To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. To understand what constitutes consent and how to recognise when consent is given or not given.
Summer 1	Relationships: Relationships and sex education	To develop knowledge of sexually transmitted infections (STIs) and how these can be prevented through condom use. To develop an awareness of the long term consequences of different sexual health choices and empower students to access appropriate

	including healthy relationships and consent. The risk of STIs, sexting and pornography.	services. To evaluate the medias influences on sexual relationships, to be able to stay safe and manage relationships online and to reflect on how their employability skills have developed through KS3.
Summer 2	Living in the wider world: Reflecting on learning skills development in KS3. Planning and carrying out an enterprise project	To develop enterprise and teamwork skills.

Year 10	Content	Knowledge and Skills
Autumn 1	Health and Wellbeing: Transition to KS4 and study habits, mental health and ill health, tackling stigma.	To reflect on learning habits and individual strengths as a learner and to develop a growth mind-set. To reflect on learning habits and the transition to KS4. To develop strategies to manage emotional wellbeing during the transition to KS4. To distinguish between fact and perception in relation to mental health and ill health and to develop strategies for safeguarding emotional and mental health, building on KS3 learning and unhealthy coping strategies; to understand what services are available and be able to access them independently.
Autumn 2	Living in the wider world: Understanding the cause and effects of debt, understanding the risks associated with gambling.	To understand the financial, social and emotional risk of poor money management, and to critically evaluate the risk associated with online gambling and illegal financial activity.
Spring 1	Relationships: Tackling relationship myths and expectations, managing romantic relationship challenges including breakups.	To challenge commonly held relationship and sex myths and reinforce positive social norms. To learn strategies for beginning a positive and healthy intimate relationship and to recognise the features of an exploitative relationship and know how and where to seek help in such situations and to understand how to manage the end of an intimate relationship.
Spring 2	Health and Wellbeing: Exploring the influence of role models, evaluating the social and	To consider the importance of role models on health related behaviour and what makes a good role model, to clarify values and challenge the representation of drug and alcohol use in the media. To understand the impact of drug taking on individuals and the wider community and to understand how drug use impairs a user's ability to make decisions and manage risks.

	emotional use of drug use.	
Summer 1	Relationships: Understanding different families and learning parenting skills, managing change, grief and bereavement.	To recognise and explore the different types of families in the UK today, to understand the implications and responsibilities of parenthood, identify parenting skills and their importance to family life. To understand the options available following an unplanned pregnancy and to explore the impact and effects of family breakdown and bereavement and to develop strategies for coping with these changes.
Summer 2	Living in the wider world: Preparation for work experience, evaluation of work experience and readiness for work.	To gain an overview of the range of opportunities in work and to set goals for a work experience placement and to prepare for a range of situations that may arise during work experience. To gain an overview of the rights people are entitled to, and their responsibilities, at work, including health and safety laws. To evaluate the importance of maintaining a positive online reputation in relation to employment and work and to reflect on the employability skills developed during work experience.

Year 11	Content	Knowledge and Skills
Autumn 1	Health and wellbeing: promoting self-esteem and coping with stress, Learning and revision skills to maximise potential	To develop a healthy self-concept supported by accurate self-reflection and constructive feedback from others. To develop strategies to manage stress and access relevant support when necessary. To devise study skills that will maximise learning potential. To develop effective revision strategies to use throughout the year in preparation for exams and to understand the range of options available post 16 and how to get the information, advice and guidance they need to make the best choices for them.
Autumn 2	Living in the wider world: Understand the college application process ad plans beyond school, skills for employment and career procession.	To learn about the application process for post 16 options, to enable pupils to maximise chances when applying for education or employment opportunities and to develop their career identity. To develop practical skills for employability. To develop an understanding of how to manage work/life balance, including in the context of a part time role, whiles studying. To develop practical skills for employability.
Spring 1	Relationships: Personal Values and assertive communication in relationships, tackling domestic abuse and forced marriage.	To develop an understanding of values, and communication strategies to maintain those values, in the context of maturing relationships. To understand how to recognise and respond to unwanted attention both on and off line. To reinforce that violence in relationships is never acceptable. To recognise that forced marriage is unacceptable and how to access support. To develop risk management and safety strategies in increasingly independent contexts.
Spring 2	Health and wellbeing: Health and safety in independent context, taking responsibility for	To develop a range of emergency responses to health concerns. To recognise consequences and risk in relation to different lifestyle choices. To understand how to seek help to give up harmful substances. To learn about the importance of lifestyle choices, self-examination and vaccination to support health. To empower pupils to access health information and services



	health choices.	independently and to understand the risks associated with cosmetic and aesthetic alterations to their body.
Summer 1	Relationships: British values, human rights, and community cohesion. Challenging extremism ad radicalisation.	To understand the importance of British Values in establishing community cohesion, to explore feelings about diversity, discrimination and conflicting values and to develop strategies for challenging all forms of offensive and to understand the nature of extremism.