

Personal Social Health and Economic Education Policy



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

Last reviewed on: 1st September 2024

Next review due by: 1st 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 are required to 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 are required to teach health education under the same statutory guidance.

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

3. Content and delivery

3.1 What we teach

We cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

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 curriculum map in Appendix 1 for more details about what we teach in each year/Key Stage.

3.2 How we teach it

In the delivery of PSHE expectations are high while remaining mindful of the background, ability and experiences of the pupils. The PSHE curriculum is broken down into 3 core themes which are the same for every group. These are: Health and wellbeing; Relationships and Living in the wider world. As the learners progress through the school the core themes will be revisited with an emphasis on reinforcing prior learning and then developing that knowledge further and deepening the learners understanding. RSE (Relationships and sex education) is embedded throughout all 3 core themes to ensure learners have the opportunity to develop their knowledge and understanding within the topic and ensure any gaps in their learning have been filled.

PSHE is delivered in timetabled weekly lessons as well as being embedded throughout the curriculum in order to promote the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in our school. We recognise that there are five broad social and emotional aspects of learning: self-awareness; managing feelings; motivation; empathy; social skills and that these aspects are often considered to fall into two categories – the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

The PSHE sessions are designed to provoke thought, debate and consideration and the programme of study is flexible to meet the needs of the pupils and may change to reflect the lives of the young people participating. The overall purpose is to equip the pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The school aims to create a safe learning environment, where pupils are able to discuss the matters that are important to them in the context of their own lives. It is important that they are given the words to be able to talk of their views, feelings and experiences. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get support within the school and also through appropriate external agencies.

When teaching PSHE, the school adopts a wide range of active teaching methods which focus on learning and pupil participation and place value on the pupils' experiences and contributions. Delivery is through a combination of tutor-led learning and pupil-led research. Peer review is used to help inform pupils' own work as well and provide constructive criticism of peers' work. Real life texts are used – such as newspapers, websites etc. Topical issues are used as points of discussion and inspiration for pupil work. Every half term there are cross curricular cultural and thematic days related to SMSC. Differentiation is through appropriate levelling of texts; differentiated expectations of response and work output. At the end of a unit of study, teachers will assess the knowledge of the pupil. Any gaps will be reinforced.

The school is a member of the PSHE Association, an organisation grant funded by the Department for Education to promote the teaching of PSHE in all schools.

4. Roles and responsibilities

4.1 The directors

The directors will approve the PSHE policy, and hold the head teacher to account for its implementation.

4.2 The School Leaders

The School leaders are responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff and in particular the PSHE teacher - 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, and the directors through regular quality assurance activities including observations, learning walks and work scrutinise.

This policy will be reviewed by the directors and Education manager annually.

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

Relationship and Sex Education Policy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre -Year 7	Ethnic Diversity: Respecting Difference in People	Learning how to keep our bodies safe with support.	Finding out about different forms of Media	Developing Awareness of Personal Targets: School/ College	Relationships and Community	Relationships and Community (contd)
<i>Skills and Knowledge</i>	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● understand what prejudice is ● give example of prejudice ● understand what ethnicities are ● give examples of ethnicities 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● name private body parts ● name not private body parts ● understand the difference between public and private ● identify activities that are public and activities that are private ● name professionals who may need to see private or not private body parts ● explain who they can talk to when they need to ● identify scenarios that are safe and unsafe 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● identify what media is ● identify examples of media ● describe their favourite form of media and explain why 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● explain what targets are ● explain what their end goal is ● create targets in several areas ● evaluate how they performed against the target ● explain ways to continue progressing towards set targets 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● recognise traits that they would like friends to have ● identify members of their family ● understand what support is available to older people, younger people and vulnerable people 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ● explain what a charity is ● name a number of charities ● discuss feelings surrounding bereavements
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid.	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contacted and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision-making Saving, borrowing, budgeting and making financial choices
<i>Skills and Knowledge</i>	<i>First Aid Qualification Social, Communication, Presenting, Teamwork, Confidence, Responsibility, Listening, Problem Solving. By the end of the term students will:</i>	<i>Teamwork, Communication, Problem solving, Listening, Confidence, Leadership, Creativity and Risk-management, Self-evaluation, Adaptability By the end of the term all</i>	<i>Teamwork, Critical thinking, Confidence, Communication, Social, Listening. Students will be able to:</i> <ul style="list-style-type: none"> ● show an understanding about identity, rights and responsibilities. Students should 	<i>By the end of this term students will be able to:</i> <ul style="list-style-type: none"> ● understand how to manage physical and emotional changes during puberty. 	<i>By the end of the term students will be able to:</i> <ul style="list-style-type: none"> ● know how to develop self-worth and self-efficacy. ● identify qualities and behaviours relating to different types of positive 	<i>By the end of this term students will be able to:</i> <ul style="list-style-type: none"> ● have knowledge on how to make safe financial choices. ● identify ethical and unethical business

	<ul style="list-style-type: none"> ● show knowledge of how to identify, express and manage their emotions in a constructive way and how to manage the challenges of moving to a new school. ● identify how to establish and manage friendships and how to improve study skills. ● identify their own personal strengths and areas for development. ● develop their knowledge on personal safety strategies and travel safety, how to respond in an emergency situation and learn basic first aid. 	<p>students will be able to:</p> <ul style="list-style-type: none"> ● achieve knowledge on how to be enterprising, focusing on skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. ● have awareness of a broad range of careers and the abilities and qualities required for different careers. ● understand equality of opportunity and how to challenge stereotypes. ● know how to broaden their horizons and how to identify future career aspirations. ● identify the link between values and career choices. 	<p>recognise what it means to live in a diverse society.</p> <ul style="list-style-type: none"> ● comprehend how to challenge prejudice, stereotypes and discrimination. ● show a good understanding of the signs and effects of all types of bullying, including online and how to respond to bullying of any kind. ● have a basic understanding on how to support others. 	<ul style="list-style-type: none"> ● show knowledge on personal hygiene and making healthy lifestyle choices. ● focus on diet, dental, health, physical activity and sleep. ● demonstrate and recognise influences such as smoking, caffeine and alcohol and how to manage these influences. ● show an understanding on how to recognise and respond to inappropriate and unwanted contact. ● understand what FGM is and how to access help and support. 	<p>relationships and how to recognise unhealthy relationships.</p> <ul style="list-style-type: none"> ● broaden their knowledge on how to recognise and challenge media stereotypes. ● recognise how to evaluate expectations for romantic relationships and focus on consent, and how to seek and assertively communicate consent. 	<p>practices and what is meant by consumerism.</p> <ul style="list-style-type: none"> ● understand saving, spending and budgeting and will be able to demonstrate this with theoretical scenarios. ● recognise what is meant by risk taking behaviour and how to manage this.
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all it's forms including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body images and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
<i>Skills and Knowledge</i>	<p>By the end of the term the students will:</p> <ul style="list-style-type: none"> ● have knowledge around medicinal and recreational 	<p>By the end of the term the pupils will:</p> <ul style="list-style-type: none"> ● have knowledge around equality of opportunity in life and work 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> ● understand how to manage influences on beliefs and 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> ● show knowledge around attitudes 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> ● show knowledge of the qualities of positive, healthy relationships. ● 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> ● have knowledge about online communication

	<p>drugs and the over consumption of energy drinks.</p> <ul style="list-style-type: none"> • understand how to use over the counter and prescription medications safely and how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes. • know how to manage influences in relations to substance use and how to recognise and promote positive social norms and attitudes. 	<p>and how to challenge stereotypes and discrimination in relation to work and pay.</p> <ul style="list-style-type: none"> • understand employment, self-employment and voluntary work. • understand how to set aspirational goals for future careers and challenge expectations that limit choices. 	<p>decisions and group thinking and persuasion.</p> <ul style="list-style-type: none"> • have developed self-work and confidence and know about gender identity, transphobia and gender-based discrimination. • recognise and challenge homophobia and biphobia and be able to challenge racism and religious discrimination. 	<p>towards mental health and how to challenge myths and stigma.</p> <ul style="list-style-type: none"> • understand daily wellbeing and how to manage emotions. • develop digital resilience and understand unhealthy and healthy coping strategies. 	<p>demonstrate positive behaviours in healthy relationships.</p> <ul style="list-style-type: none"> • gain knowledge around forming new partnerships and developing relationships as well as gender identity and sexual orientation. • understand the law in relation to consent and the legal and moral duty is with the seeker of consent. <ul style="list-style-type: none"> • effectively communicate about consent in relationships and the risks of 'sexting' and how to manage requests or pressure to send an image. • name basic forms of contraceptives. 	<p>and how to use social networking sites safely.</p> <ul style="list-style-type: none"> • recognise online grooming in different forms and how to respond and seek support in cases of online grooming. • recognise biased or misleading information online and know how to critically assess different media sources. • assess and manage risks in relations to gambling and chance based
Year 9	Peer influences, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs and attitudes to pornography	Employability skills Employability and online presence
<i>Skills and Knowledge</i>	<p>By the end of this term the pupils will be able to:</p> <ul style="list-style-type: none"> • understand what peer influences, substance use and gangs are • identify and name clear examples of healthy and unhealthy friendships • understand what substance 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> • acknowledge their own strengths and weaknesses • understand possible career options • complete goal setting as part of the GCSE options process 	<p>By the end of this term the pupils will be able to:</p> <ul style="list-style-type: none"> • acknowledge varying family units. • understand and identify healthy relationships, families and parenting. • understand conflict resolution and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify different types of physical and mental health • acknowledge how we can improve our physical and mental health • understand what is healthy and not 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> • understand healthy and unhealthy relationships • define consent • identify different forms of contraception • identify the risks of STIs • understand what pornography is and acknowledge 	<p>By the end of the term the pupils will be able to:</p> <ul style="list-style-type: none"> • identify what employment rights are • describe and give constructive feedback • identify negative online presence and how this can affect future employment

	<i>misuse and gang exploitation is</i>		<i>relationship changes</i>	<i>● identify the effects of poor mental and/or physical health on relationships</i>	<i>the differing views surrounding it</i>	
Year 10	Health and Wellbeing: Mental Health Mental health and ill health, stigma, safeguarding health, including periods of transition or change	Living in the wider world: Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Relationships; Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Health and Wellbeing: Exploring influence The influence and impact of drugs, gangs, role models and the media.	Relationships Addressing extremism and radicalisation Community cohesion and challenging extremism	Living in the wider world Work experience; Preparation for and evaluation of work experience and readiness for work.
<i>Skills and Knowledge</i>	<i>By the end of the term the pupils will be able to:</i> ● show knowledge of mental health and ill health ● identify stigmas related to mental health ● explain the importance of challenging stigmas ● understand what safeguarding is ● develop strategies to manage their own and others worries ● explain the link between mental and physical health ● identify the short and long term effects of lifestyle choices.	<i>By the end of the term the pupils will be able to:</i> ● understand what financial decision making is ● understand the impact of financial decisions ● define debt, and gambling ● acknowledge the impact of advertisement on financial choices ● identify what loans are and how dangerous they can be	<i>By the end of the term the pupils will be able to:</i> ● understand key words like coercion, consent, manipulations, persuasion. ● understand healthy and unhealthy relationships ● identify where to seek support and help from in and outside of school ● highlight benefits and negatives of social media ● identify the variety of relationships	<i>By the end of the term the pupils will be able to:</i> ● identify what peer-pressure is ● explain how different drugs affect the body and brain ● discuss the difference between legal vs illegal substances ● explain the influence of gangs ● discuss the difference between a positive and negative role model ● the dangers of shared needles.	<i>By the end of the term the students will be able to:</i> ● understand what extremism and radicalisation is ● identify ways they can address/challenge this, and report ● understand how they can manage differing views respectfully ● recognise how social media can have a negative impact on beliefs and opinions	<i>By the end of the term the pupils will be able to:</i> ● understand what employability rights are ● goal set, and highlight individual strengths and weaknesses ● take part in work experience successfully ● discuss future career choices ● define what the labour market is ● understand where to look for work/ who to talk too
Year 11	Health and wellbeing: Building for the future Self-efficacy, stress management, and future opportunities.	Living in the wider world Application processes, and skills for further education, employment and career progression.	Relationships: Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual	Health and Wellbeing Independence Responsible health choices, and safety in independent contexts.	Relationships: Different types of relationships, healthy pregnancy, miscarriage and support available.	Exams

			health), relationship challenges and abuse			
<i>Skills and Knowledge</i>	<p><i>By the end of term the pupils will be able:</i></p> <ul style="list-style-type: none"> ● describe what self-esteem, self-concept, self-confidence and mental health is. ● explain how the media portrays body shapes ● develop assertiveness and build resilience ● explain 3 causes and symptoms of stress ● understand safe ways to create and share content online 	<p><i>By the end of the term the pupils will be able to:</i></p> <ul style="list-style-type: none"> ● understand key interview techniques ● understand what their career path will be and how they need to prepare for these ● explain why revision is so important ● write a CV ● identify key employability skills ● understand what career progression is 	<p><i>By the end of term the pupils will be able to:</i></p> <ul style="list-style-type: none"> ● understand terms related to identity ● explain the importance of communication in a relationship ● explain what stalking and harassment is ● identify why victims might be targeted ● identify the different healthy and unhealthy relationships 	<p><i>By the end of term the pupils will be able to:</i></p> <ul style="list-style-type: none"> ● identify ways to improve personal safety ● understand basic first aid skills ● understand the link between lifestyle and cancers ● what body modifications are ● describe the immune system ● identify important and key vaccinations 	<p><i>By the end of the term the pupils will be able to:</i></p> <ul style="list-style-type: none"> ● understand what a stable committed relationship is ● identify the difference between marriage, civil partnership ● identify positive parenting skills ● acknowledge choices they have with unintended pregnancies ● understand ways to manage grief 	