

Policy Name: Personal, Social, Health and Economics Education (PSHE) Policy

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1. Introduction & Scope

1.1 This policy covers our School's approach to Personal, Social, Health and Economics Education (referred to as PSHE throughout this policy) which promotes the spiritual, moral, social, emotional and cultural (SMSEC) development of our students. It was produced by the PSHE Team in consultation with the Deputy Head and Heads of Year, and in consultation with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the students' spiritual, moral, social and cultural needs are met. This is a Senior School policy, the Junior School policy, numbered 7.1b, is a separate document.

1.2 Parents, carers and guardians will be able to access this policy on the School's intranet, Firefly, on the main school website or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.3 The School's PSHE provision dovetails into the students' respective curriculums and complements their learning and way of life within the School community.

2. Whole School Values

2.1 This policy has been informed by the Quaker testimonies and our School's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are **S**implicity; **T**ruth and Integrity; **E**quality and Community; **P**eace; and **S**ustainability (STEPS). These values will be actively embraced and promoted through our PSHE programme.

2.3 The PSHE programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Creating a safe and supportive environment

3.1 In order to deliver a PSHE programme which works within students' real life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. We aim to ensure that students know that their opinions and questions are valued and respected.

3.2 Where we believe that students may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's safeguarding policy and procedures which are contained in policy 2.1. Vulnerable students are closely monitored, and are risk assessed in accordance with the vulnerable students' register and risk assessment policy.

3.3 In accordance with the government's Prevent Duty, PSHE is one of the ways the School builds students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

3.4 The School recognises that boarders may require additional support in relation to wellbeing, friendships, independence, personal responsibility, healthy lifestyles, digital communication and safeguarding. Boarding and pastoral staff work alongside teaching staff to reinforce key messages delivered through the PSHE curriculum.

4. Equality and diversity

4.1 The School is committed to safeguarding and promoting the welfare of students, welcoming students from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

4.2 Whilst the School welcomes students from all faiths or none, the School expects all its students to attend Meeting for Worship and School assemblies which are fundamental to its ethos; although parents have the right to withdraw their child from this should they so wish.

4.3 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Students (2.11) in place. The School endeavours to make reasonable adjustments on a case by case basis, having evaluated the nature of the need.

4.4 "We promote the needs and interests of all students, irrespective of their sex, sex reassignment, race (including colour, nationality, and ethnic or national origin), religion or belief, sexual orientation, pregnancy or maternity, or disability, as well as their social background and any special educational needs, by actively exploring and celebrating people's differences, and ensuring the PSHE programme is in line with the School's equality and diversity policy. The delivery of PSHE will take into account the ability, age, readiness, and cultural background of our students and those with English as a second language to ensure that all can fully access the PSHE programme and is therefore central to reducing the risk of bullying. We promote social learning and expect our students to show a high regard for others. We use our PSHE education as a vehicle to address diversity issues and to ensure equality for all.

5.

5.1 Through PSHE, the School also seeks to challenge discriminatory language, prejudice, harmful stereotypes and abusive behaviours, including those which may be normalised through online content or peer group culture. This includes addressing sexist and misogynistic attitudes where age-appropriate, and helping students to understand how such attitudes can undermine dignity, equality, healthy relationships and safety.

5.2 We seek to raise students' awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum which promotes the respect of the rights and views of others.

6. Aims and objectives

6.1 PSHE education is a school subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged.

6.2 Our PSHE provision is a values driven programme, which aims to provide students with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum (Sidcot Learning Wheel) and whole school values (Quaker values of Simplicity, Truth, Equality, Peace and Sustainability).

6. Intended outcomes

6.1 The learning outcomes of our programme will be that the students will:

- Explore, embrace and take ownership of the School's values (Quaker values of Simplicity, Truth, Equality, Peace and Sustainability)
- Develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities young people will face as they grow up and in adulthood.
- Develop students' awareness of staying safe and healthy
- Build self-esteem, resilience and empathy
- Build upon prior skills and knowledge;
- Develop the confidence to ask questions, challenge information and express their views and opinions;
- Be able to form relationships, communicate and work with others;
- Understand they have a right to feel valued and respected;
- Respect others irrespective of their race, religion or belief, national, ethnic or social origin, sex, sex reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs;
- Be provided with the opportunity to make real decisions and understand they should take responsibility for their decisions and actions and contribute to the lives of others;
- Have the skills to develop as an independent and emotionally resilient individual;
- Have an understanding of how to manage their finances responsibly;
- Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

- Have an understanding of local, national and international political issues and views;
- Have a strong moral sense of what is right and wrong (and consequently what is contrary to the law of England);
- Develop the skills to recognise misinformation, manipulation and online influence and make informed decisions.
- Acquire a broad general knowledge of, and respect for, public institutions and services in England; and
- Have access to information about events in Britain and the wider world.

7. Key principles and teaching methodology

7.1 The core themes of health and wellbeing, relationships and living in the wider world (economic wellbeing, careers and the world of work) are covered in the school's PSHE provision.

7.2 PSHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods, including group work, discussions and debates, student-led projects and presentations and guest speakers. We will ensure learning 'starts from where the students are' by establishing prior knowledge at the beginning of each topic. The teacher/ facilitator will ensure that sessions, including those on risky behaviours, remain positive in tone whilst being reminded of the support available for those who may seek further support or advice. We will ensure cross-curricular learning by encouraging students to recognise any links with other subjects or activities within School.

7.3 The School recognises that PSHE has an important preventative function. Through the curriculum, students are supported to identify risk, challenge harmful messages, develop respectful attitudes and recognise when they or others may need help. The detailed operational response to any safeguarding concern is set out in the School's separate safeguarding policies and procedures.

8. Responsibility for teaching PSHE

8.1 In the Senior School each year group's PSHE programme is produced, reviewed and coordinated by the respective Head of Year and PSHE Lead and delivered by tutors to their tutor groups. Our on-site Health Centre staff (qualified and practising nurses) may also contribute to the delivery of PSHE, Heath education and RSE by offering individual support and guidance. The Health Centre Staff are fully trained in child protection issues. Heads of Year may organise guest speakers or workshops to enhance the programme on offer. The overall PSHE programme is overseen by the Deputy Head (Pastoral) and PSHE Lead.

9. How we assess learning and progress

a. We assess students' learning and progression at the start and end of topics through a range of assessment for learning techniques. End of topic summative assessments may include the production of mindmaps, posters, in-class presentations and student led assemblies. At the end of a term, the PSHE Lead will organise brief questionnaires for students to gather their feedback on the quality of resources, activities and delivery, as well as provide students with the opportunity to reflect on lessons learned.

10. Digital Safety

10.1 As part of our PSHE programme, we teach students how to navigate the online world safely, responsibly, and respectfully. This includes understanding the importance of protecting personal information, recognising and reporting online abuse or inappropriate content, and managing their digital footprint. Students are encouraged to think critically about the media they consume and share, including how to spot misinformation and the potential consequences of online behaviour. We also address issues such as cyberbullying, online consent, and the impact of screen time on wellbeing. Our aim is to empower students to use technology positively while understanding the risks and responsibilities that come with being online.

10.2 The School recognises that online harms continue to evolve. Age-appropriate PSHE teaching will therefore address emerging risks, including coercion, manipulation, scams, the sharing of self-generated intimate images and/or videos, and the creation or sharing of altered or AI-generated content, including deepfakes. Students will be helped to understand the legal, emotional, relational and safeguarding implications of such behaviour, and the importance of seeking support if they are worried about their own or another student's online experiences.

10.3 The School's approach to digital safety in PSHE operates alongside, and does not replace, the School's wider digital safety, safeguarding and behaviour policies.

11. How parents and carers are involved

11.1 We are committed to working with parents and carers. We offer support to parents and carers by providing a dedicated Pastoral page on the School's Intranet, My School Portal, where parents, carers and guardians can access the Curriculum overview, as well as find links to a range of useful and informative websites. We invite parents into school for a range of pastorally themed talks and workshops (called 'Let's Talk'), often led by experts in their fields. The aim of these workshops is to align PSHE and RSE content with the conversations parents have at home with their children, offer an opportunity to ask questions in a non-judgmental environment, and work together with Sidcot to address pastoral issues.

11.2 The school consults with parents and asks for feedback annually on the PSHE programme via a link in the school newsletter. Parents are given the opportunity to withdraw their children from the RSE as per the RSE policy

12 Guest speakers

12.1 Year Heads may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE education programme to enhance the delivery of PSHE. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's safeguarding and child protection procedure for visitors (policies 2.1 and 3.5) in order to assess and limit the risk of harm or radicalisation of students in accordance with the Prevent Duty.

13 Monitoring and Evaluation of PSHE

13.1 The effectiveness of the PSHE program will be monitored through learning walks conducted by the PSHE Lead, Deputy Head (Pastoral), and Heads of Year. Additionally, feedback will be gathered from students and parent focus groups to ensure the curriculum meets the needs of the students. The PSHE curriculum will also undergo an annual review to align with current statutory guidance and emerging issues.

14 Staff Training and Support

14.1 Regular professional development sessions will be provided to update staff on the latest developments in PSHE education, including new statutory guidance, emerging issues, and best practices. Staff work collaboratively in Year teams to develop resources and schemes of work to support learning.

15 Legal framework

This PSHE policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (2023
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (DfE, 2025)
- Education (Independent School Standards) Regulations 2014
- Independent School Standards Guidance (DfE, 2026)
- National Minimum Standards for Boarding Schools (2022, as updated)
- Careers Guidance and Access for Education and Training Providers (current edition)

- Prevent Duty Guidance
- Counter-Terrorism and Security Act 2015
- Teaching Online Safety in Schools (current edition)

16 Links to other school policies

This policy supports/compliments the following policies:

2.1 Safeguarding and child protection
2.11 Equal opportunities- Students
3.5 Procedure for Visitors
4.1 Medical policy
4.2 Supporting Students with medical conditions, disability and SEND
4.4 Mental Health and Wellbeing
5.1 Behaviour and discipline
5.4 Anti-bullying
5.6 Smoking, drugs & alcohol
6.11 CEIAG (Careers)
7.3 Sex Education policy
8.1 a Health and Safety
8.8 Risk assessment policy
12.1 Digital Safety

17. Document Review

This policy will be reviewed annually by the Deputy Head (Pastoral) and PSHE Lead.

18. Document Change History

Document changes since policy redrafted:

Date of change	Detail of significant changes and any new legislation/guidance taken into account
08.10.2016	New Policy adopted by Board
27.04.2018	Policy reviewed by Board. Paragraph 8 reference to alignment of PHSE programme with the Health Centre Paragraph 10 amended to refer to the “Let’s Talk” Programme
01.06.2019	Reviewed
10.11.2020	Reviewed
01.10.2021	Reviewed References to Junior School removed as there is now a separate Junior School policy 7.1b Removed reference to Assistant Head Pastoral, no longer in post Format change to bring in line with other Sidcot policies
01.05.2023	Reviewed by PSHE Lead

1 September 2024	Reviewed by PSHE Lead. Added a line about parent consultation 11.2
1 September 2025	Reviewed by PSHE Lead. Inserted a paragraph (10) on digital safety
15 June 2026	Reviewed by PSHE Lead. Added paragraph 4.5. Updated 7.3 and added 10.2 and 10.3 in light of KCSIE 2026
October 2026	The word ‘gender’ replaced by the word ‘sex’. In accordance with the FWS ruling in the supreme court.