

## PSHEE POLICY 2025 – 2026

THIS POLICY INCLUDES EARLY YEARS FOUNDATION STAGE

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Governor sign – off		
Governor: Emily Harrison	Date:	24/02/2026

### I. Introduction and Statutory Guidance

The aims of Personal, Social, Health, Economic, Education (PSHEE) at Pennthorpe are to:

- Provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of our pupils. Central to all we do is the belief that the education provided by the School is not just about the gaining of knowledge and skills, but that it is also about the personal development of each pupil.
- Provide a safe environment and a rich curriculum to help to create happy, respectful, inquisitive and well-rounded individuals who have the confidence to take risks and cope with adversity and make informed and responsible decisions.
- Ensure that we provide an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, so that pupils can be given maximum scope to develop.

At Pennthorpe, we recognise that as a school we have a responsibility under the national curriculum, laid out by the Department for Education. The Department for Education state that Personal, social, health and economic education (PSHEE) is an important and necessary part of all pupils’ education. The teaching of PSHEE will comply with the Equality Act 2010.

PSHE Education enhances the spiritual, moral, social and cultural (SMSC) development of the pupils. PSHE Education encourages respect for other people, with particular regard to the protected characteristics under the Equality Act, does not undermine Fundamental British Values (FBV) through the curriculum, and promotes respect for others.

Pupils are taught about safeguarding, including online, throughout the curriculum so they understand the risks posed by adults or young people and those who use the internet and social media to bully, groom, abuse or radicalise people. Internet safety is integral within the School’s Computing curriculum and is also embedded in PSHEE Education and relationships and sex education (RSE). This Policy is therefore applicable to all of the School community.

This policy covers the School’s approach to PSHE Education, including FBV. The Policy will be reviewed annually by the Head of PSHEE and RSE and supported by the Governors and SLT. The policy is available to parents and carers upon request. This policy should be read in conjunction with the Relationships and Sex Education Policy.

This policy complements the school's Behaviour Management and Sanctions Policy, Antibullying Policy and Safeguarding Policy as well as the RSE and SMSC curriculum.

## 2. Definition:

Personal, Social, Health and Economic Education (PSHEE) provides a curriculum that focuses on strengthening the knowledge, skills, and connections that are essential to keep children and young people healthy and safe and prepare them for life and work.

### Why should it be taught in school?

The Department for Education regularly highlights the subject's importance to children and young people's wellbeing and knock-on effects on academic achievement, stating in a [review](#) that 'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'.

### PSHEE will:

- Develop the well-being and confidence of our pupils and encourage self-belief and self-discipline.
- Aid pupils to recognise and make the most of their abilities, to help them take responsibility for their learning and future choices.
- Encourage them to accept responsibility for their own behaviour, to show initiative and to challenge wrong doing.
- Help them develop a healthy and safe lifestyle; to reflect on their experiences and learn how to make informed choices.
- Teach them how to pursue ways of life that promote mental and physical health, and an elementary knowledge of first aid.
- Help them to become more aware of how they are feeling, how this can impact them and to positively manage their emotions.
- Prepare them for the moral, social and cultural dilemmas they face as they grow up.
- Teach them to become tolerant individuals who respect and appreciate their own and other cultures and appreciate diversity in a way that promotes tolerance and harmony between different cultural traditions, and to avoid and resist racism.
- To learn about the country in which they live; so, they can acquire a broad general knowledge of and respect for public institutions and services in England.
- Respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Foster a sense of fair play, including respect for the law and the rights of others.
- Encourage caring attitudes and a desire to participate in events happening in the world around them, as effective members of society.
- Develop their understanding of economic well-being.
- Learn about where money comes from and the part it plays in people's lives.
- Develop an understanding about the economic and business environment.
- Develop their understanding of careers and future choices.
- Learn about the range of different types of jobs that might become available to them in the future.

### 3. Delivery:

PSHEE is taught by Form Tutors on a weekly basis during designated sessions. At Pennthorpe, we aim to make PSHEE lessons a safe environment that fosters inquisitiveness and encourages curiosity. Every classroom where PSHEE is taught has a 'question box' or 'ask-it basket'. Children are encouraged to write down any questions that they may not wish to ask aloud. Form Tutors use these questions to adapt their future lessons accordingly, based on needs presented by the children.

PSHE Education is taught through the following areas:

- Designated weekly PSHEE sessions
- Form Times
- Huddles
- Visiting speakers
- Workshops
- School and Eco council
- Pastoral care system
- House meetings
- Pennthorpe Purpose
- Pennthorpe Core Values
- Community Times
- Fundamental British Values employed across the school

Using a spiral approach, the schemes have been designed to allow a natural progression of learning whilst still maintaining flexibility, to take time over areas of study that need sensitivity. As topics are revisited at different stages, key concepts are expanded, and the relevant transferable skills rehearsed and developed. Staff receive regular training and support with the delivery of PSHEE, to ensure continual high standards are met.

Supporting our pastoral care, our PSHEE and Relationships and Sex Education covers aspects of development (confidence, empathy, judgement, independence of thought and action, appropriate behaviour, anti-bullying, personal safety, e-safety, healthy lifestyle, sex and relationships, substance abuse) and provides factual information about a range of topics (finance, the law, types of government and the UK Parliament, policing and one's rights). Topics are addressed in age-appropriate ways as the pupils move through the School.

Our PSHEE considers pupils' starting points and we determine pupils' prior knowledge by having conversations and informal assessments at the start of each Topic covered by PSHEE. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning). Pupils will bring differing levels of knowledge and understanding to any issue explored. Often this prior learning is more complex than we might assume. It is also important that pupils are helped to make connections between the learning they receive in PSHEE and their current and future 'real life' experiences. The PSB skill of reflection is therefore at the heart of assessment for learning in PSHEE. At

the end of each Topic, children will assess their own understanding in an informal assessment and their Form Tutor will signify whether progress has been made.

We recognise the right for all pupils to have access to PSHEE learning which meets their needs. As far as is appropriate, pupils with special educational needs and disabilities (SEND) should follow the same programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support staff should work with individual pupils where required, and if appropriate. The SENCo is consulted in order to support with curriculum development and adaptation as appropriate. HoDs of PSHEE and RSE schedule regular meetings with the SENCo to discuss current learning across the department and to ensure high quality learning is accessible to all.

This policy and the PSHE Education/RSE curriculum have been developed in conjunction with the PSHE Association and should be read in conjunction with the latest iteration of the Equality Act and the PSHE Education scheme of work.

#### **4. Training:**

Staff are trained on the delivery of PSHEE as part of our continuing professional development calendar as well as during pastoral and departmental meetings. This ensures they feel confident and comfortable with delivering the PSHEE curriculum and have numerous forums to ask questions and receive regular support and guidance.

The Heads of PSHEE and RSE will also invite visiting speakers from outside the school to provide support and training to all staff teaching PSHEE.

#### **5. Monitoring Arrangements**

The delivery of PSHEE is monitored by the Heads of PSHEE & RSE, supported by Heads of Year, through:

- Planning checks
- Learning walks
- Pupil voice
- Ongoing parental feedback

Pupils' development in PSHEE is monitored by class Form Tutors as part of our internal assessment systems.

Parents are able to keep up to date with what their child has learned in PSHEE and RSE through weekly communications sent via the portal and PSHEE and RSE Tea and Talk sessions.

#### **6. Spiritual, Moral, Social and Cultural Development (SMSC)**

As well as the gaining of knowledge and acquiring essential skills, PSHE Education is also about the personal development of each pupil, in its fullest sense. This includes the SMSC development of each of our pupils and the lessons offer a number of opportunities for this. Further information is in our SMSC Policy.

### Fundamental British Values (FBV)

The government set out their definition of British Values in the 2011 Prevent Strategy. Due to continuing events, these were reinforced in September 2014, and further updated September 2023. These regulations sit alongside the requirements of the Equality Act, which also applies to all types of school. Schools are expected to focus on, and be able to show, how our work with pupils is effective in embedding Fundamental British Values.

Following the DfE guidance on promoting British values in schools, Pennthorpe ensures that its duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect is communicated to all staff in staff meetings and INSET training.

These fundamental British values are reinforced throughout the PSHEE curriculum, Form Times and Huddles (assemblies) and displays around the School. In depth research of any visiting speakers is carried out to ensure they publicly hold no views that contradict Pennthorpe's views, or the fundamental British values.

Listed below are some examples of how we promote these values in our school community:

#### Democracy

Pupil voice is significant at Pennthorpe. Our School, Eco and Food Councils, alongside our Anti-Bullying Committee, play a strong role in our School community. Staff attend and minutes are discussed both at SLT and Governor meetings. Pupils have a great amount of input into what and how they learn, which promotes pupil voice. These council representatives are elected through a form group ballot from Year 1 up to Year 8.

Consultations with pupils are also conducted throughout the year. Form meetings and circle time, for example, show that through the active participation of our pupils, they are developing a far more sophisticated understanding of democracy both in School and the wider world.

#### Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. Pennthorpe want our pupils to understand that whether these laws govern the class, the School, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules is consistently reinforced through our curriculum, Huddles and PSHEE lessons. We have our own set of school rules and a clear Behaviour Management and Sanctions Policy, which the pupils are made aware of. The involvement of our pupils in the selection of Citizens/Pennthorpe Purpose Award holders etc. helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we welcome visits from members of the

wider community. Pennthorpe believes that clear explanations and real-life stories emphasise the importance of the rule of law for our pupils.

### *Individual Liberty*

At Pennthorpe we believe that everybody is somebody. We invest a great deal of time in creating a positive culture in our School, so that pupils are in a safe environment where choices and freedoms are encouraged. In line with our PSB learning skills, we encourage pupils to be ambitious and take ownership of their own learning. Pennthorpe offers a range of activities (e.g., after school clubs) which pupils have the freedom to choose from, based on their interests.

Through our digital responsibility (E-Safety), PSHEE, House meetings and Form times, Pennthorpe educates pupils on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the pupils embark upon their adult lives.

### *Mutual Respect and Tolerance of those of Different Faiths and Beliefs*

Respect is at the core of Pennthorpe life; pupils are consistently taught and shown how to value each other and members of staff. Pupils learn to treat each other and staff with great respect. This is evident when walking around the School and in the classrooms, all underpinned by our core values of respect and tolerance, which children are regularly taught about throughout the year.

Pennthorpe offers a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, the School strives to demonstrate tolerance and help pupils to become knowledgeable and understanding citizens who can build a better Britain for the future.

## **7. Citizenship and living in the wider world, economic wellbeing and career choices:**

The School will work with parents and the broader community in order to enable pupils to acquire the knowledge and skills required to progress to their future schools and become confident and effective members of a modern, multicultural and technological society.

This section looks at citizenship, economic well-being and future choices (careers).

### **Citizenship**

Many aspects of a child's environment and experiences have their part to play in the development of a sense of citizenship and the encouragement of self-discipline and shared values. In planning the broad curriculum, account is taken of three different aspects of the child's environment and experiences:

#### *The family:*

The pupils' appreciation and experience of family life is varied. Close relationships between Pennthorpe and the home are fostered from an early date and through the Friends of Pennthorpe (FoP). We aim to encourage an understanding of the nature of family life in all its forms.

### *The School and the broader community*

- **The School:** The aims and ethos of the School can help to promote the personal and social development of its pupils.
- **The broader community:** Events, organisations and individuals from the wider community have much to offer in the development of a sense of citizenship. Pupils are encouraged to become involved in the local community by such things as fundraising for charities, this is done in year groups and in their Houses.
- **Teaching:** Citizenship and Living in the Wider World is delivered as part of the PSHEE programme, but it can also be taught and learnt in many ways. It is underpinned by the cross-curricular dimensions of different elements, for example:
  - playing a part in the School community e.g. School Council, Eco Council, Food Council, Seniors, Wellbeing Ambassadors, Head Boy and Head Girl, House Captains
  - personal and social development, e.g. role play and general discussion;
  - experience and discussion of co-operation and conflict;
  - Fostering a real sense of personal achievement, e.g. using the rewards systems e.g. pluses, good work certificates, praise postcards, good egg cups, stars of week, Head of School's Commendations, The Friday Five with Mr Murray
  - equal opportunities with regard to gender, race, culture, disability, sexual orientation and class, e.g. the Religious Studies syllabus addresses the appreciation and respect of different faiths and belief systems;
  - discussions of what is fair/unfair, i.e. justice/injustice; rights and responsibilities;
  - experience and critical evaluation of the media and popular opinion;
  - experience of participating in and running a charity events;
  - visits, trips and residential.

### **Economic Wellbeing:**

Pupils are taught about the role of money, how to use it and keep it safe. They learn the importance of managing money and saving. As they get older, they are taught about the concepts of tax, interest, debt and loans. Pupils have opportunities to use money at events such as Year 7's 'Tenner Challenge', where older pupils can help their younger peers to manage their money. Visiting speakers from the parent community talk to pupils about how an understanding of money and investment helps them in business.

### **Careers and Future Choices:**

At Pennthorpe, children are encouraged to reflect on their short and long-term goals. Pupils begin to think about their future choices from Year 5 upwards with decisions to be made on their next schools. This culminates in many taking entrance tests in Year 6 and/or leading to Common Entrance exams at 13+. In Years 7 and 8, pupils learn about different types of work, including employment, self-employment and voluntary work; that everyone has a pathway through life, education and work; and that they have different options available to them. Visiting speakers from the parent community talk to pupils about their career choices which also includes our Year 8 'Good Goodbyes' Programme.

### **Health:**

Pennthorpe teaches pupils about keeping safe and making healthy choices not just in PSHEE, but across the curriculum and in everyday school life. For example: food choices at lunchtimes; specific topics in huddles; moving safely around school and when out on trips.

### Exercise and Nutrition:

Pennthorpe recognises the role of exercise in promoting and maintaining good health encourages pupils to make positive choices about their own activities and diet, this is also promoted by our Holroyd Howe catering team who frequently display engaging and informative information in the dining hall.

### Personal Hygiene:

The School promotes personal cleanliness to help to reduce ill-health and the transmission of communicable diseases; it also encourages a pride in body maintenance.

### Environmental Factors:

The School raises awareness of some environmental hazards (e.g. sunshine) and identifies ways in which these effects can be reduced. Pupils are also taught to assess the impact of the media and advertising on physical and mental health.

### Mental Health and Wellbeing:

The School aims to provide knowledge and an understanding of the factors which affect mental health, emotional well-being and stress, and aid the development of self-awareness, skills and attitudes necessary to act on this knowledge. We seek to promote good mental health and wellbeing and increase the understanding and awareness of these issues, to facilitate early intervention.

### Safety:

Pupils are taught about a variety of aspects, the risks and dangers involved and how to seek help, e.g.:

- Transport safety (including road, cycling and railway issues)
- Safety in the home
- Safety in and around School (e.g. the woods)
- Online safety (Refer to E-Safety and IT Acceptable Use policies)
- Drug awareness

## 8. Protected Characteristics (As defined by the Equality Act 2010):

PSHEE provision encourages respect for other people, paying particular regard to protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These characteristics are not discriminated against by staff in their teaching both in and out of the classroom.

Pennthorpe will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of PSHEE. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

## **9. Students with special educational needs and disabilities (SEND):**

The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

## **10. Lesbian, gay, bisexual and transgender community (LGBTQ+):**

The School will ensure that the teaching of PSHEE is sensitive and age appropriate in content and will consider when it is appropriate to discuss the LGBTQ+ community. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson (e.g discussing different types of respectful and loving families).

## **11. Assessment:**

To be successful independent learners, the pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. It is the role of the teacher to be clear about the progress and achievements of the pupils and how their learning might be improved. Assessment is a key tool to achieve this and in PSHEE assessment has the same purposes as in other areas of the curriculum so is built in as an integral part of learning.

Assessment in PSHEE needs to:

- be planned from the beginning as an integral part of teaching and learning;
- reflect the learning and achievements of all the pupils;
- involve the pupils as partners in the assessment process and provide opportunities for feedback;
- reflect evidence of progress in skills and enquiry, communication and active participation, as well as knowledge and understanding;
- raise standards and achievement.

Effective assessment will be fit for purpose and will enhance the learning and not hinder it. Within PSHEE, assessments are made against the learning outcomes outlined in the schemes of work. Assessment within PSHE Education consists of both summative (assessment of learning) and formative (assessment for learning) assessment.

The three types of assessment we plan into PSHE Education are:

- Pupil self-assessment – at beginning and end of Topics.
- Peer group assessment - oral feedback and presentations.
- Teacher assessment - teacher observations, learning walks and written work.

High level questioning may be used as an effective tool within the assessment process.

## **12. Responsibility, Management and Coordination:**

Pennthorpe acknowledges the importance of staff training in the implementation and delivery of PSHEE and is committed to providing continuing professional development opportunities to staff through INSET.

All staff and pupils have the responsibility of ensuring that this Policy is upheld but overall implementation will be overseen by the Head of PSHEE and RSE. They will support the teaching and learning carried out in the School and monitor the coverage of the schemes of work. The timetable will include stand alone PSHEE sessions, but all staff will be expected to incorporate the underlying themes of PSHEE into their lessons when appropriate.

The Policy will be reviewed annually by the Head of PSHEE and RSE and supported by the Governors and Senior Leadership Team.

### **13. Roles and Responsibilities:**

#### **The Governing Body**

The governing body has delegated the approval of this policy to the Head of School.

#### **The Head of School**

The Head of School, in conjunction with SLT, is responsible for the approval of the PSHEE policy on an annual basis.

#### **Deputy Head Pastoral**

The Deputy Head Pastoral is responsible for monitoring the delivery of PSHEE. Liaising closely, they are responsible for ensuring that RSE is taught consistently across the school.

#### **Form Tutors**

Form Tutors are responsible for:

- Delivering PSHEE in a sensitive, non-judgemental and factual way
- Modelling positive attitudes to PSHEE
- Monitoring progress
- Responding to the needs of individual pupils
- Allow scope for young people to ask questions

#### **Pupils**

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

### **14. Curriculum Overview**