

# PSHE policy

The Old School House



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Established 1987

**Approved by:** Sharon English **Date:** January 2025

**Next review due by:** January 2026

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to develop the emotional health, well-being and welfare of the pupils enabling them to thrive. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. PSHE makes a significant contribution to people's spiritual, moral, social and cultural development, their behaviour and safety and promotes pupils well-being.

By the time they leave our school, pupils will not only have achieved academic success but will also possess the personal and social skills to thrive as independent, ethical, and compassionate individuals. The PSHE curriculum plays a vital role in shaping them into proactive citizens ready to contribute to a rapidly changing world.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education 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 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

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are 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.

#### 1. Knowledge of Self and Well-Being

Objective: Enable pupils to understand and manage their physical, emotional, and mental health.

Outcome: Students will leave with practical knowledge about healthy lifestyles, emotional resilience, stress management, and maintaining healthy relationships.

#### 2. Social and Emotional Skills

Objective: Develop interpersonal and communication skills for positive interactions and collaborative problem-solving.

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Outcome: Pupils will exhibit empathy, active listening, and an ability to build meaningful relationships while demonstrating respect for diversity and inclusivity.

### 3. Ethical and Moral Understanding

Objective: Cultivate a strong moral compass and an understanding of ethical issues.

Outcome: Pupils will be able to make informed decisions, understand the consequences of their actions, and take responsibility for their behaviour.

### 4. Preparation for Future Challenges

Objective: Provide a foundation of knowledge and skills to help students manage future risks and challenges in an ever-changing world.

Outcome: Pupils will develop financial literacy, career readiness, and critical thinking skills to make informed life choices.

### 5. Awareness of Society and the Wider World

Objective: Foster an understanding of societal issues, global challenges, and civic responsibility.

Outcome: Pupils will leave with a sense of social responsibility, respect for the rule of law, and an appreciation for democracy and human rights.

### 6. Resilience and Independence

Objective: Encourage self-reliance, adaptability, and resilience in the face of challenges.

Outcome: Pupils will develop confidence and a growth mindset, enabling them to thrive in both personal and professional spheres.

### 7. Inclusivity and Diversity

Objective: Promote an appreciation of diverse perspectives and cultures.

Outcome: Students will demonstrate respect and understanding for different viewpoints, fostering a school culture of inclusivity and equity.

## 3.2 How we teach it

Use this section to set out:

- PSHE lessons take place weekly in both Key stages
- PSHE is cross curricular and pop-up lessons are added if any issues arise.
- PHSE curriculum is adapted to suit the needs of all learners.
- Votes for schools brings a new lesson each week, it brings real life events into the classroom. If it being talked about on social media, it is being talked about in the classroom.
- Assessments sheets are used to record what has been covered.
- Progress to parents is shared by Termly Newsletters.

## 4. Roles and responsibilities

### 4.1 The proprietor

The proprietor will approve the PSHE policy and hold the headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher is 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 Headteacher through:

- planning scrutinises
- learning walks.
- Pupil voice

This policy will be reviewed annually

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

This policy links to the following policies and procedures:

- RSE policy
- Radicalisation & Extremism