



Sidcot  
Live Adventurously

---

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

**Policy Number: 7.1**

**Date: 1 September 2024**

---

---

## Table of Contents

1	<a href="#">Introduction and scope</a>	3
2	<a href="#">Whole School values</a>	3
3	<a href="#">Creating a safe and supportive environment</a>	4
4	<a href="#">Equality and diversity</a>	4
5	<a href="#">Aims and objectives</a>	5
6	<a href="#">Intended outcomes</a>	5
7	<a href="#">Key principles and teaching methodology</a>	6
8	<a href="#">Responsibility for teaching PSHE</a>	6
9	<a href="#">How we assess learning and progress</a>	6
10	<a href="#">How parents and carers are involved</a>	6
11	<a href="#">Guest speakers</a>	7
12	Monitoring and Evaluation of PSHE	7
13	Staff training g and Support	7
14	<a href="#">Legal framework</a>	7
15	<a href="#">Links to other school policies</a>	8
16	<a href="#">Document review</a>	8
17	<a href="#">Document change history</a>	8

---

## 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 compliments 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.

2.4 The Centre for Peace and Global Studies informs the curriculum and the way of life within the School. It is integral to bringing the Quaker values to life and ensuring they are relevant to the lives of our students both now and in their lives after School. Empowering students to identify and lead on the things that matter to them is an important part of the leadership approach that sits underneath our personal development work. The "Let your Life Speak" programme of seminars takes a global perspective on issues related to environment sustainability and social justice. External partnerships and internal projects serve as stimulus for a variety of learning opportunities that engage students in real world issues.

---

### **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.

### **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 race, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs by actively exploring and celebrating peoples' 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.

---

4.5 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.

## **5. Aims and objectives**

5.1 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.

5.2 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, gender, gender 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);
  - 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.

## **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 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**

9.1 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. How parents and carers are involved**

10.1 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, Firefly, where

---

parents, carers and guardians can access the Curriculum overview, as well as find links to a range of useful and informative websites. On a termly basis 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.

10.2 The school consults with parents and asks for feedback annually on the PSHE programme

## **11. Guest speakers**

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.

## **12. Monitoring and Evaluation of PSHE**

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.

## **13. Staff Training and Support**

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.

## **14. Legal framework**

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

- Equality Act 2010
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Independent Schools Standards Regulations (2014)

- The Handbook for the Inspection of Schools (Commentary on the Regulatory Requirements September (2019))
- National minimum standards for Boarding Schools (2022)
- SMSC development of pupils in independent schools – departmental advice November 2014 and update November 2014
- Careers guidance and access for education and training providers – DOE 2018
- Keeping Children Safe in Education, DfE September 2022.
- Working together to Safeguard Children, DfE 2018.
- What to do if you're worried a child is being abused, DfE 2014.
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Prevent Duty Guidance for England and Wales and the Prevent Duty Guidance departmental advice for schools and childminders.
- The use of social media for on-line radicalisation (July 2015)
- Teaching on-line safety in schools (June 2019)
- Sexting in Schools (January 2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

## **15. 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

## **16. Document Review**

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



## 17. 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 10.2



**Sidcot PSHE Overview 2024-25**

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Third (Y7)</b>	<b>Starting Secondary School</b> Making friends Bullying	<b>Diversity</b> Rights and Responsibilities	<b>Developing Skills and Aspirations</b> Careers Teamwork	<b>Relationship and Sex Education</b> Romance and friendships	<b>Drugs and Alcohol</b> Smoking, cannabis and alcohol Peer pressure	<b>Quaker Values</b> Beliefs and values in action
<b>Lower Fourth (Y8)</b>	<b>Relationships and Building Character</b> Banter and offensive language Addictive behaviours	<b>Relationships and Puberty</b> Different types of relationships Sexual orientation Grooming	<b>Making Wise Choices</b> Online Gaming Fake news	<b>Staying Healthy – Mind and Body</b> Self-esteem Bullying Accessing support	<b>Study Skills and Ethical Debates</b> First Aid Tolerance and discrimination	<b>Global Issues and Careers</b> Inequality Pollution War
<b>Upper Fourth (Y9)</b>	<b>Peer Influences</b> Drugs and alcohol Content that incites hatred	<b>Future Choices and Digital Literacy</b> GCSE Options talk Online bullying and abuse	<b>Relationships and Sex</b> Sexual consent and the law Contraception, STIs and pregnancy	<b>Addictive Behaviour</b> Legal highs Gambling Smoking	<b>Democracy and Diversity</b> Multiculturalism Human rights Politics	<b>Ethical Dilemmas</b> The death penalty Euthanasia
<b>Lower Fifth (Y10)</b>	<b>Media Literacy</b> Fake news Personal data Screen time Sexting	<b>Positive Relationships</b> Forming relationships Online relationships Parenthood	<b>Mental Health and Wellbeing</b> Teenage brain Reframing negative thinking	<b>Managing Personal Finances</b> Financial risk Taxation Careers choices	<b>Work Experience Analysis</b> Letter writing Job applications CVs	<b>Substance Misuse</b> Drugs Alcohol Spiking
<b>Upper Fifth (Y11)</b>	<b>Digital Life Skills</b> Digital footprint Plagiarism Algorithms	<b>Relationships and Sex Education</b> Pornography Abortion Rape	<b>Wellbeing Life Skills</b> Sleep Stress Happiness Cancer	<b>Money Life Skills</b> Mortgages Insurance Debt Budgeting	<b>Study Skills</b> Revision techniques	<b>Revision</b>
<b>Lower Sixth (Y12)</b>	<b>Study Skills</b> Adapting to Sixth Form Taking notes Skim reading	<b>Relationship and Sex Education</b> Unifrog registration Sexual ethics Contraception Breakups	<b>Wellbeing and Online Awareness</b> Sleep Fitness Online presence	<b>Careers</b> Unifrog Options Apprenticeships UCAS	<b>Smoking, Drugs and Alcohol</b> Talk to Frank Addiction	<b>UCAS and Higher Education</b> Finding courses Personal statements Register for UCAS
<b>Upper Sixth (Y13)</b>	<b>UCAS and Higher Education</b> Complete applications Personal statements	<b>Relationship and Sex Education</b> LGBTQIA+ Sexual health clinics	<b>Wellbeing and Online Awareness</b> Work-life balance Being savvy online	<b>Life Skills</b> Sign up to vote Renting Budgeting The law	<b>Academic Monitoring</b> Support during exam season	