

PHSE Policy



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Approved by:	Trustees
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Last reviewed on:	
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Reviewed by:	Andy Millard
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1. Aims

"Our PSHE curriculum is designed to empower pupils to become healthy, independent, and responsible members of society. We intend to provide a safe, spiral curriculum that deepens pupils' understanding of their own physical and mental wellbeing, equips them to navigate complex relationships with empathy and respect, and fosters the critical thinking needed to thrive as global citizens in an ever-changing world. By the time our pupils leave, they will possess the resilience to face life's challenges and the moral compass to make positive contributions to their communities."

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

. Knowledge (What they will know)

- **Health Literacy:** A deep understanding of physical and mental health, including how to maintain a healthy lifestyle, recognise early signs of mental ill-health in themselves or others, and navigate the changes of puberty and growth.
- **Risk and Safety:** Comprehensive knowledge of how to stay safe in a rapidly evolving digital and physical world, including understanding the risks associated with alcohol, drugs, online exploitation, and gambling.
- **Relationships Education:** An age-appropriate understanding of healthy vs. unhealthy relationships, consent, boundaries, and the legal frameworks surrounding them.
- **Economic Competence:** A foundational grasp of personal finance (budgeting, debt, savings) and an understanding of diverse career pathways and the working world.

2. Skills and Attributes (What they can do)

- **Resilience and Self-Regulation:** The emotional intelligence to manage setbacks, reframe challenges, and employ positive coping strategies when under stress.
- **Critical Thinking & Media Literacy:** The ability to look at information online, peer pressure, or media messaging critically, separating fact from influence or harmful stereotypes.
- **Communication & Negotiation:** The social skills required to articulate boundaries clearly, listen empathetically to diverse perspectives, and resolve conflicts constructively.
- **Responsible Decision-Making:** The ability to assess risks accurately and make informed choices that align with their personal values and long-term wellbeing.

2. Statutory requirements

"The explicit intent of our PSHE curriculum is to equip secondary pupils with a defensible, modern toolkit of knowledge and skills to navigate the unique digital and physical complexities of adult life. Through a deliberately sequenced, positive spiral curriculum, we ensure our pupils leave us with a sophisticated understanding of healthy relationships—grounded in consent, mutual respect, and an active rejection of misogyny and coercive behaviours.

We intend for our pupils to be digitally resilient: capable of identifying online manipulation, AI deepfakes, and financial scams, while robustly managing their own mental wellbeing and physical health (including gynaecological and sleep health). Ultimately, our curriculum empowers pupils to accurately assess risk, recognise harm, and possess the confidence to seek professional healthcare and support whenever needed."

Key 2026 Curriculum Content Updates

The updated framework shifts from just "raising awareness" to actively building practical prevention, safety, and self-regulation skills.

Digital & Technology Risks

- **AI & Deepfakes:** Pupils must be taught the literacy to recognise AI-generated content, deepfakes, and the legal and emotional implications of creating or sharing them.
- **Online Financial Exploitation:** Specific mandatory coverage of digital scams, fraud, extortion, and the mechanics of "**sextortion**".
- **Pornography & Screen Habits:** Deeper analysis of the harmful impact of pornography, online body image comparison, and the physical necessity of screen-free time before sleep.

Respectful Relationships & Harmful Cultures

- **Misogyny and Incel Culture:** A new, heavy focus on tackling online misogyny and the "manosphere". The curriculum must explicitly address how these ideologies influence attitudes toward women and girls, while also looking at how they negatively impact boys and young men.
- **Abuse and Criminality:** Explicitly teaching pupils to recognise coercive control, violent behaviours, and specific offenses like non-fatal strangulation and suffocation.

Physical & Health Education

- **Gynaecological Health:** In addition to standard puberty and sexual health, secondary pupils must learn about menstrual and gynaecological health conditions, specifically including **endometriosis** and **menopause**.
- **Healthcare Access:** Building the practical independence and skills required for young people to confidently access healthcare services and professionals on their own.
- **Physical Safety:** Introduction of context-appropriate safety risks, specifically including **knife crime** and physical conflict resolution.
- 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

Primary and secondary academies, including free schools, check and add (if relevant):

This policy also complies with the terms of our funding agreement.

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 (RHSE) education policy for details about what we teach, and how we decide on what to teach, in this subject. RSHE policy will be held in the attached appendix and google drive under policies

For other aspects of PSHE, including health education, see the attached curriculum map/below for more details about what we teach in each year/Key Stage.

Key Stage 3-4

<https://20248256.hs-sites.com/hubfs/Curriculum%20Models/PSHE%20education%20Curriculum%20Model%20%5BSecondary%5D.pdf?hsCtaAttrib=209335306534>

Key Stage 5 Program of Study

https://drive.google.com/file/d/1XfdcHxRq1TzUHTIC-x8jc7A7Q6K2PmlC/view?usp=drive_link

3.2 How we teach it

- PSHE lessons take place 2 times a week of 45 minute lessons

PSHE, British Values, and Careers: Delivery & Intent Statement

Our Vision & Delivery Model At our school, we believe that personal development cannot be confined to a single classroom slot. Therefore, we intentionally deliver our PSHE, British Values, and Careers education through a strategically mapped, whole-school approach that utilises core lessons, targeted tutor times, and whole-school assemblies. This ensures that personal, social, and professional development are woven into the very fabric of our pupils' daily school experience.

We implement this across three distinct pathways:

- **Whole-School Assemblies (Culture & Celebration):** We utilise our assembly program to mark, celebrate, and reflect upon key national and international events, neurodiversity milestones, and special awareness days. These collective moments foster a strong sense of community, broaden cultural horizons, and allow pupils to engage with contemporary global and social issues in a shared, reflective environment.
- **Tutor Time & Focused Sessions (British Values & Citizenship):** Fundamental British Values—including democracy, the rule of law, individual liberty, and mutual respect for those with different faiths and beliefs—are explicitly explored during structured tutor times. These sessions encourage healthy debate, critical thinking, and a deep understanding of what it means to be a modern, active citizen in the UK today.
- **Integrated Core Lessons (Careers & Life Skills):** Future-focused career knowledge, employability skills, and economic wellbeing are sequentially integrated into our academic lessons and dedicated PSHE curriculum time. By linking classroom learning to real-world career paths, we ensure all pupils—regardless of background—build the financial literacy and professional aspirations needed to successfully navigate the post-16 landscape and the world of work.

The Impact

By the time our pupils leave us, this multi-layered approach ensures they are not just academically successful, but are also well-rounded, resilient individuals. They possess a mature understanding of their own wellbeing, a robust commitment to British Values, a clear vision for their future careers, and the empathy required to thrive in a diverse society.

Outside Providers

Rationale and Intent

While our core PSHE, British Values, and Careers curricula are delivered by trained internal staff, we recognise the immense value that external, specialist providers bring to our program. Specialist visitors are systematically invited into school to enhance learning, provide real-world context, deliver

specialised medical or legal knowledge, and ensure our pupils are exposed to diverse, unbiased insights into the modern world and the workplace.

The main providers will be the

- London Ambulance Health /First Aid
- Social Mobility - The Law
- Safer East - Sexual Health / School Nurse - Drugs and Alcohol

All students have learner profiles and the lessons will be adapted to each individual's academic levels and styles of learning.

Policy Statement: Managing Controversial Topics and Difficult Questions

1. Rationale and Legal Framework Our school is committed to providing a safe, open, and honest environment where pupils can explore complex real-world issues. In line with the Education Act 1996 and statutory DfE guidance, we ensure that where political or controversial issues are brought into the curriculum, they are presented in a **balanced, objective, and unbiased manner**.

2. Ensuring Teacher Objectivity and Neutrality To ensure that personal beliefs, political stances, or private attitudes do not influence teaching, all staff delivering the PSHE and RSE curriculum adhere to the following professional boundaries:

- **The "Neutral Chair" Approach:** Teachers act as objective facilitators. They do not express personal opinions, religious views, or political alignments on controversial matters. If a personal opinion is explicitly asked for by a pupil, teachers use professional boundary language (e.g., "My job isn't to tell you what I think, but to help you understand the different viewpoints so you can form your own opinion.").
- **Distinguishing Fact from Opinion:** Staff are trained to clearly signal the difference between scientific consensus/legal frameworks and social, moral, or political viewpoints.
- **Avoiding Stigmatisation:** In line with statutory guidelines, teachers must avoid gendered or biased language that could inadvertently normalise harmful behaviours or alienate specific groups of students (for example, ensuring discussions around misogyny or relationships do not unfairly stereotype boys or specific communities).

3. Protocol for Handling Difficult or Unexpected Questions Children naturally ask spontaneous, challenging, or highly sensitive questions. To manage this safely, teachers utilise a structured four-step protocol:

- **Step 1: Universal Ground Rules:** At the start of every PSHE unit, teachers co-create "Ground Rules" with pupils (e.g., no personal stories, no judgment, listening to diverse views, and the right to pass). This creates a psychological safety net for the classroom.
- **Step 2: The "Question Box" (Anonymity):** To remove peer pressure and give teachers time to prepare legally compliant, age-appropriate answers, every classroom utilises an anonymous physical or digital "Question Box". Spontaneous questions that are highly complex can be directed to the box to be answered in the next session.
- **Step 3: Age-Appropriate and Fact-Based Answers:** When a difficult question is asked openly, the teacher will answer factually, objectively, and strictly within the boundaries of the age group being taught. If a question is deemed too advanced or inappropriate for the wider class, the teacher will acknowledge it and address it with the pupil individually or escalate it to the PSHE lead/Safeguarding team.
- **Step 4: Distancing Techniques:** Teachers use third-person scenarios, case studies, or fictional characters when discussing sensitive topics (like relationship abuse or addiction) rather than allowing pupils to discuss their own personal lives or families, which protects student privacy and prevents triggering trauma.

4. Safeguarding Link If a pupil's question or response during a controversial discussion raises a concern regarding their safety, radicalisation, exposure to harm, or a breach of child protection boundaries, the teacher will immediately stop the individual line of questioning and follow the school's standard **Child Protection and Safeguarding procedures** by logging the concern with the Designated Safeguarding Lead (DSL).

Teaching Resources

Lesson Plans / Resources and Curriculum

<https://pshe-association.org.uk>

<https://lifelessons.co.uk/resource/response-to-the-rse-statutory-guidance/>

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Reports of Progress

Parents will be updated with progression reports termly which will be in coordination with the academic reports for all subjects.

4. Roles and Responsibilities

4.1 The Governing Board

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

Alternatively, insert the following text if applicable:

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to [committee name / governor name / the headteacher].

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 and Senior Leadership Team through learning walks, planning scrutinies, and regular feedback cycles.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- [Relationships and health education (RHE)] [Relationships, sex and health education (RSHE)] policy
- Behaviour policy
- Anti-bullying policy