

<b>Name of Policy</b>	<b>Personal, Social, Health &amp; Economic Education PSHE</b>
<b>Author</b>	DSLs/Head of PSHE/Head of Life Skills
<b>SLT Approval</b>	March 2024
<b>Date of Last Revision</b>	Spring 2024
<b>Date of Next Review</b>	Spring 2025
<b>Date of Next SLT Approval</b>	Spring 2025
<b>Regulation Number</b>	Part 1 2(f)(g)(h)(j)
<b>Regulation Description</b>	Schemes of work for PSHE which reflects the school's aims and ethos; appropriate careers guidance for pupils receiving secondary education; where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; adequate preparation of pupils for the opportunities, responsibilities, and experiences of adult life.
<b>To be read in conjunction with:</b>	<ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Equality, Diversity, Inclusion and Belonging</li> <li>• Online Safety</li> <li>• Relationships and Sex Education (RSE)</li> <li>• Safeguarding and Child Protection</li> <li>• Learning Needs</li> <li>• Accessibility Plan</li> </ul>

<b>Revision History</b>	
This section should be completed by the reviewer each time this policy is reviewed	
<b>Changes made</b> [brief description of edits]	<b>Date</b> [Term and Year]
Full review and revamp of policy	Spring 2022
Full rewrite of the policy and separation into one policy for PSHE and one for RSE	Spring 2024

**Availability of this document:**

Copies of this document are available at [francisholland.org.uk/policies/](http://francisholland.org.uk/policies/) or on request from the school office, Francis Holland School (Regent's Park, Ivor Place, London NW1 6XR or Francis Holland School (Sloane Square), 39 Graham Terrace, London SW1W 8JF.

**Application of this document:**

This policy applies to both Sloane Square and Regent's Park, Prep and to the EYFS. Where there are differences in procedures between the schools this has been clearly highlighted in the policy.

## Contents

1. Aims .....	3
2. Statutory requirements .....	3
3. Content and delivery .....	3
4. Roles and responsibilities .....	7
5. Monitoring arrangements .....	8

---

### 1. Aims

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

- encourage the development of successful learners, confident individuals, and responsible citizens
- equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives
- encourage pupils to be enterprising and support them in making effective transitions, positive learning and career choices and in managing their finances effectively
- Enable pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;

### 2. Statutory requirements

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

#### FHS Prep:

- must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- must teach health education under the same statutory guidance

#### FHS Regent's Park and Sloane Square:

- 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](#)
- must teach health education under the same statutory guidance

### 3. Content and delivery

#### 3.1 What the schools teach

FHS prep, Regent's Park and Sloane Square are required to cover the content for relationships and health education, as set out in the statutory guidance (linked to above). FHS Regent's Park and Sloane Square are also required to teach sex education.

Refer to our relationships and sex education policy for details about what the schools teach, and how the schools decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see below links for the topics taught in each year.

---

## **FHS Prep**

PSHE is taught throughout the Junior School from Year 1 onwards by our PSHE coordinator with the form teacher also present. This is a planned programme of learning about life and is based on national guidance and pupil, staff and community objectives.

Our aims are that children and young people will acquire the knowledge, understanding, attitudes and skills they need to thrive as individuals, family members and members of society. Lessons are based on the key strands of Relationships, Living in the Wider World and Health & Wellbeing and allow time for reflection and discussion whilst encouraging responsibility, resilience and empathy.

We ensure that our Junior PSHE programme covers three core themes as follows:

### **A: Health & Well-being**

Topics: Healthy Lifestyles (Physical Wellbeing), Mental Health, Ourselves, Growing and Changing, Keeping Safe and Drugs, Alcohol and Tobacco (Years 5&6)

- The concept of a healthy lifestyle
- Maintaining physical, mental and emotional health and well-being
- Managing risks to physical and emotional health and well-being
- Ways to keep physically and emotionally safe
- Managing change including puberty, transition and loss
- Making informed choices and recognising sources of help
- How to respond in an emergency
- Identifying different influences on health and well-being

### **B: Relationships**

Topics: Families and Close Positive Relationships, Friendships, Managing Hurtful Behaviours and Bullying, Safe Relationships and Respecting Self and Others

- Developing and maintaining a variety of healthy relationships in a range of contexts
- Recognising and managing emotions within a range of relationships
- Recognising unsafe or negative relationships, including all forms of bullying and abuse
- Responding to risky or negative relationships and asking for help
- Respecting equality and diversity in relationships
- Developing an understanding of consent

**C: Living in the Wider World** (within this theme, fundamental British values are promoted as it addresses the concepts of democracy, the rule of law, individual liberty, mutual respect and tolerance)

Topics: Shared Responsibilities, Communities, Media Literacy and Digital Resilience, Economic Wellbeing: Money and Economic Wellbeing: Aspirations, Work, and Career

- Respect for self and others and the importance of responsible behaviours and actions
- Responsible use of ICT and mobile phones through pupils learning about online safety in PSHE lessons and the Computing curriculum
- Rights and responsibilities as members of families, other groups and ultimately citizens
- Different groups and communities

- Respecting equality and being a productive member of a diverse community
- Importance of respecting and protecting the environment
- Where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important role in people's lives
- Understanding enterprise

### **FHS Regent's Park and Sloane Square**

The PSHE (Life Skills) programme has been planned using topics from each of the following strands for all year groups, and is based on national guidance and pupil, staff and community objectives. In many cases topics overlap, and year groups will meet topics more than once, with the path varying according to requirements. Form time is also utilised to allow the opportunity to expand ideas or concerns and to follow up after presentations by outside speakers.

#### **A: Health and Well-being**

- Identity and self-esteem
- Body image and the media
- Emotional wellbeing
- Physical wellbeing
- Risk and safety

#### **B: Relationships**

- Understanding relationships
- RSE (Relationships and Sex Education)
- Communication
- Media and online safety

#### **C: Living in the wider world**

- Identity, skills and strengths
- Citizenship
- Careers
- Finance and employment
- Citizenship

Life Skills sessions on citizenship are one of the ways in which the school actively promotes fundamental British values, including:

- an understanding and appreciation of the democratic process;
- an appreciation that living under the rule of law protects individual citizens;
- an understanding of the importance of the independence of the courts in a democracy;
- the understanding that many faiths can co-exist with mutual respectful tolerance
- an intolerance of discrimination.

Some of these issues also feature elsewhere in the curriculum, including in Politics lessons in and Religious Studies.

### **Careers Education**

The Life Skills programme incorporates careers education, in addition to the careers provision which happens outside lessons (such as individual interviews, visits from outside speakers, the organisation of work experience and visits to universities) Within the Life Skills programme, timely and impartial advice is provided for Year 9 and Year 11 pupils to make informed choices about GCSE and A-level courses. Pupils are also given the information, tools and advice to make informed choices about a range of careers options and are encouraged to aspire to fulfil their potential.

## **3.2 How PSHE is taught**

### **FHS Prep**

PSHE is principally taught in a weekly 35-minute whole class lesson. These lessons are supported and inspired by Junior School assemblies through a wide variety of topics. Cross curricular links allow PSHE concepts and skills to be developed and reinforced through a range of subjects in the primary curriculum.

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules that are referred to at the beginning of every PSHE lesson. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

Active and interactive engagement is most effective in PSHE. In every section of the programme a variety of teaching and learning styles are used including videos, information sheets, visual aids, games, discussions and role-play.

A 'whole-school' approach to PSHE is adopted on occasions to mark key events such as Children's Mental Health Week, Safer Internet Day and World Kindness Day.

The PSHE curriculum is reviewed regularly and organisations such as the PSHE Association are used to ensure that it is accurate and up to date.

### **FHS Regent's Park**

The PSHE programme aims to empower pupils with the knowledge, skills and attributes they need to make informed decisions, face challenges and contribute positively to their communities. The inclusive content is regularly updated in response to the needs of our cohort and to reflect relevant changes in society. Topics are taught 'spirally' throughout the school, to enable us to revisit areas in an age-appropriate manner.

The weekly PSHE lessons are embedded into the curriculum and taught by staff who are confident delivering the content. These lessons are complemented by visiting guest speakers who are always carefully considered in accordance with our school policies. Lower School pupils have 30 minutes of PSHE and 30 minutes of a 'Living in the Wider World' carousel per week. The Middle School pupils have 60 minutes per week and 60 minutes of an additional 'Living in the Wider World' carousel. The Sixth Form has a Life Skills Carousel in form time and visiting guest speaker every week. Where possible, the PSHE Scheme of Work is planned to coincide with whole school theme weeks. For example, the Online Safety modules and guest speakers, are organised to coincide with Safer Internet Day. In 'whole school' theme weeks, cross curricular links are supported with school and year group assemblies, and form time activities. Resources are always sourced from reliable organisations such as the PSHE Association and Evolve. Form tutors have a weekly 'Wellbeing Wednesday' programme of carefully planned lessons as well as access to engaging, current resources on VotesForSchools to complement themes taught in PSHE lessons.

Teachers are supported by the Head of PSHE who observes lessons and advises on content and delivery. We ensure that teachers know how to create a safe environment by setting ground rules, considering

vulnerabilities, using distancing strategies and signposting support. Teachers are reminded to check the Radar List before covering any triggering topics, and they can follow our safeguarding procedure if a disclosure is made in a lesson. Effective teaching of PSHE is referred to in lesson planning, and includes a baseline assessment of knowledge, assessment for learning, taking a positive approach and making lessons interactive and accessible. Lesson content is shared on class Teams, to ensure pupils can revisit the information provided including the signposting for support.

Where suitable, Microsoft Forms are used to establish baseline assessments to allow the teacher to tailor the content to suit the needs of the group. Pupil voice is encouraged via annual reviews of the PSHE programme on Microsoft Forms, which informs planning for the following academic year.

### **FHS Sloane Square**

The PSHE (Life Skills) programme is age-appropriate, inclusive, interactive and regularly reviewed using both verbal feedback and questionnaires to allow us to adapt the programme over time to the needs of the pupils and the school community.

The school creates a safe and supportive learning environment by establishing ground rules with all classes. Where pupils indicate that they may be vulnerable and at risk, they get appropriate support by a referral to the safeguarding team. Teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

Weekly 60 minute lessons are delivered by Form Tutors with the support of the Head of Life Skills and by specialist in-house teachers. Our provision is further enriched by regular visiting speakers and workshops are used to inspire, enliven and promote enquiry. The Life Skills course has cross-curricular links and aspects of many topics are embedded in the curriculum, presented in assemblies and developed further in form time. Sometimes the school adopts a 'whole school' approach (e.g. International Women's Day).

Form Tutors review Life Skills topics and resources in advance and with two Form Tutors for every year group, there is capacity for tutors to teach topics they feel more confident in with plenty of support available when it comes to difficult issues. All teachers are reminded of the need to teach the Life Skills curriculum and respond to difficult questions from pupils without reference to their personal beliefs or attitudes.

Distancing techniques are used in our Life Skills lessons to protect pupils and staff from experiencing trauma when learning about topics that may trigger an emotional response. The school ensures that lessons, including those on risky behaviours, remain positive in tone by carefully considering the lesson plan and resources. The information provided in PSHE is kept accurate and up to date by using resources from organisations such as the PSHE Association which is frequently reviewed. Pupils are encouraged to seek support when needed by the sharing of relevant helplines that are stored, along with lesson resources, on one note. This also supports pupils' learning and enable them to review key topics. Pupils can ask questions via one note and can also raise anonymous questions on Whisper. If a safeguarding issue is raised by an anonymous question, the Form Tutors will explain to the class the importance of seeking support and signpost the pupils to the safeguarding team. Teachers are encouraged to 'park' questions they do not know the answer to, in order to seek guidance from the Head of Life Skills or the Senior Deputy Head Pastoral. If a pupil makes a disclosure, teachers will follow our safeguarding procedure. If a pupil makes a disclosure to an external visitor, they must immediately report the disclosure to a member of the safeguarding team, following the information on display or via the school office.

## **4. Roles and responsibilities**

### **4.1 The governing board**

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

## 4.2 The Heads

The Heads are 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

### **FHS Prep**

The Junior School Head and Head of PSHE through lesson observations and pupil questionnaires.

FHS Regent's Park

The Head of PSHE through learning walks, staff and pupil questionnaires.

### **FHS Sloane Square**

The Head of Life Skills through learning walks, staff and pupil questionnaires.

This policy will be reviewed by the Senior Leadership Teams annually. At every review, the policy will be approved by the Heads.