FHS
Francis Holland Schools

Personal, Social, Health & Economic (PSHE) Education Policy

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Personal, Social, Health & Economic (PSHE) Education Policy

This policy applies to:
Francis Holland Regent's Park
Francis Holland Sloane Square
Francis Holland Prep
Where there are differences between the schools these have been clearly highlighted.

Related Policies:

Safeguarding and Child Protection
Relationships and Sex Education (RSE)
Online Safety
Anti-bullying
Learning Needs
Accessibility Plan
Equality, Diversity, Inclusion and Belonging

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 Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education guidance
- must teach health education under the same statutory guidance.

3. Content and Delivery

- 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 for the topics taught at each school

- FHS Prep

  PSHE is taught throughout the Prep School from Reception onwards. Reception lessons are led by the Form Teacher, Years 1 – 6 are taught by our Head of PSHE . The Form Teacher may be present in some of these lessons.

  At FHP we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
  To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to girl's needs. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

  The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school; the learning deepens and broadens every year. It is important to note that the Jigsaw Curriculum is somewhat adapted to meet the needs of FHP pupils

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution

		and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

- FHS Regent's Park and Sloane Square

The PSHE (Wellbeing) 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.

HEALTH & WELL-BEING

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

RELATIONSHIPS

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

LIVING IN THE WIDER WORLD

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

.

PSHE/ Wellbeing 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 and Religious Studies.

How PSHE is Taught

- FHS Prep

We allocate 30 minutes to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship, praise and reward systems, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- A whole school approach to PSHE is also adopted on occasions to mark key events such as Children's Mental Health Week, Anti-Bullying Week, Safer Internet Day, and World Kindness Day.
- The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

- 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 reflecting 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.

The Life Programme: Lessons in Future Empowerment sits alongside PSHE covering core topics of: Futures, Digital, Oracy, Research (including study skills) and Leadership and Enterprise. This is led by the Assistant Head Teaching and Learning who collaborates with the Head of PSHE.

Time per week is allocated in the following way:

IIIs: 1 hour of PSHE and 30 minutes of the Life Programme
LIV – UV: 1 hour of PSHE and 1 hour of the Life Programme
LVI: 1 hour of the Life Programme
UVI: 1 hour of the Life Programme in the Autumn term

The Sixth Form PSHE syllabus is covered in form time activities and the weekly visiting guest speakers. Where possible, the PSHE syllabus 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 programme of carefully planned lessons as well as access to engaging, current resources on VotesForSchools to complement themes taught in PSHE lessons. Each week, pupils also actively participate in 'Pulse', surveys so that they can check-in with their own mental health. This also supports the PSHE currciulum.

Teachers are supported by the Head of PSHE who observes lessons and advises on content and delivery. The school ensures 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, or after 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 taper the content to suit the needs of the group. Pupil voice is encouraged via termly or topic reviews of the PSHE programme on Microsoft Forms, which informs planning for the following academic year.

Futures (Careers) Education

The Life programme incorporates futures education, in addition to the futures 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 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. Pupils from the Thirds all the way up to the Upper Sixth, are taught about careers, and 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.

There is also a Futures framework that is held by the Director of Futures.

- ### FHS Sloane Square

The PSHE 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 mostly delivered by Form Tutors, who are trained to teach PSHE, with the support of the Head of PSHE 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 PSHE course has cross-curricular links, and aspects of many topics are embedded in the curriculum, presented in assemblies and developed further in form time. Pupils have Journals to record their ideas and thoughts during the sessions and other activities such as ‘Mind Maps’ and ‘Word Clouds’ are used as tools for assessment. Microsoft Forms are also used for quizzes and reflections.

Each PSHE lesson is followed by a dedicated short reflection session. This session begins with a ‘Pulse’ survey so that pupils can check-in with their own mental health; this also

supports the PSHE curriculum. Form Tutors review PSHE 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 PSHE curriculum and respond to difficult questions from pupils without reference to their personal beliefs or attitudes.

Distancing techniques are used in our PSHE 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 enables 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 PSHE 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.

The PSHE programme for the year can be found on My School Portal, but it is a working document so it is subject to change if issues arise that need to be addressed.

CAREERS EDUCATION

The PSHE programme incorporates careers education, in addition to the careers provision which happens outside lessons (such as individual interviews, visits from outside speakers, and visits to universities). Within the PHSE 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. Pupils from Year 7 all the way up to UVI, are taught about careers, and 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.

4. Roles and Responsibilities

- The Governing Body

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

- The Heads

  The Heads are responsible for ensuring that PSHE is taught consistently across the school.

- 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.

- 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 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 Joint Heads of Wellbeing through learning walks, journal checks, 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.

6. Review

Policy author/s	RP: Deputy Head Pastoral SSq: Senior Deputy Head Pastoral Prep Deputy Head Pastoral
This review	Heads and SLTs: Autumn 2026
Approved by	Education Committee, Autumn 2026
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Next review	Autumn 2027

The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.
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