

## PSHE (Personal, Social, Health and Economic Education) Guidance

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## Statement of intent

Quayside School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

## 1. Legal framework

This Guidance has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' – updated 2025
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE)

This policy operates in conjunction with the following school policies:

- RSHE Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## 2. Roles and responsibilities

The governance team is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The head teacher is responsible for:

- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE lead is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

### 3. Aims and structure of the PSHE curriculum

Pupils will learn to do the following:

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

The school will deliver RSHE as part of its timetabled PSHE programme, with due regard to the school's Secondary Relationships, Sex and Health Education (RSHE) Policy.

### 4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

## **5. Programme of study**

The PSHE programme of study will cover the following topics:

### **Health and wellbeing**

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

### **Relationships**

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

### **Living in the wider world**

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Aspirations, work and careers.

## **Health and wellbeing**

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles and health-related decisions.
- Drugs, alcohol and tobacco.
- Managing risk and personal safety.
- Puberty, sexual health and fertility.

## **Relationships**

This topic will cover:

- Positive relationships.
- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.
- Social influences.

## **Living in the wider world**

This topic will cover:

- Learning skills.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

## **Health and wellbeing**

This topic will cover:

- Self-concept.
- Mental health and emotional wellbeing.
- Healthy lifestyles.
- Managing risk and personal safety.
- Sexual health.

- Drugs, alcohol and tobacco.

## **Relationships**

This topic will cover:

- Relationship values.
- Forming and maintaining respectful relationships.
- Consent.
- Contraception and parenthood.
- Bullying, abuse and discrimination.

## **Living in the wider world**

This topic will cover:

- Choices and pathway.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Media literacy and digital resilience.

## **6. Assessment**

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups, direct observations and quizzes in order to monitor progress.

## **7. Monitoring and review**

This guidance will be reviewed by the head teacher, School Business Manager and PSHE coordinator on a yearly basis, unless updated guidance or changes to procedure occur before that date. Any changes to this policy will be communicated to all staff and other relevant parties.