



PSHE Policy

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Introduction

The Personal, Social, Health and Economic (PSHE) Education policy at St Lawrence College aims to provide students with the knowledge, skills, and understanding to lead confident, healthy, and responsible lives. This policy outlines our commitment to delivering a comprehensive timetabled PSHE curriculum that promotes the spiritual, moral, social, and cultural development of our students, in alignment with our school values, Christian ethos, and social vision statement - ‘a caring community of kindness, positivity, and respect’.

Our PSHE programme is informed by a competencies approach to develop the qualities and attributes students need to thrive as individuals, family members, and members of society both in their lives now and in the future. Designed as a spiral curriculum, students develop and build resilience, empathy, and a strong sense of identity, revisiting and extending their knowledge in age-appropriate stages, enabling them to make informed choices in all aspects of their lives. The delivery of the PSHE curriculum is supported by HPL (High Performance Learning) in all lessons as well as the ‘hidden curriculum’, the everyday interactions, formal and informal, that take place across the entire school from assemblies and Chapel services to extracurricular activities and events. The programme is further enhanced by the Head of Careers, who delivers tailored sessions to each year group across the academic year, ensuring students benefit from high-quality guidance and support.

Our policy has been created using guidance from the PSHE Association programme of study and EC Publishing (shortlisted by TES), where our curriculum focuses on three core themes:

Health and Wellbeing, Relationships, and Living in the Wider World. These three themes overlap to produce the three competencies in our provision of PSHE (including RSE – re. separate RSHE Policy):

- Independence and Aspirations
- Autonomy and Advocacy
- Choices and Influence

Legal framework

This policy adheres to the latest UK government legislation relevant to PSHE, including:

- The Children and Families Act 2014
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2020)
- Equality Act 2010
- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE)

This policy operates in conjunction with the following school policies:

- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Child Protection and Safeguarding
- Online Safety
- Anti-bullying
- Good Behaviour
- Provider Access Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards - Guidance for independent schools
- Equality Act 2010

Aims

We are committed to providing a broad and balanced curriculum that promotes students' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community.

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

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The aims of PSHE (including RSE) at SLC are to support students to:

- Actively promote fundamental British Values
- Develop self-respect, confidence and empathy
- Build their personal identities
- Understand and accommodate difference
- Effectively manage change and transition
- Identify and manage risks to make informed choices
- Understand what influences their decisions
- Communicate constructively and learn how to do so in a variety of settings
- Develop the essential skills for future employment

In addition, we aim to:

- Provide a framework in which sensitive discussions can take place
- Enable students to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies
- Develop students' knowledge and understanding of online safety, including risks, opportunities, the law, and how to access support

Roles and Responsibilities

The Governing board 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 of College is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE Coordinator (along with the Head of Pastoral) is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all students at all times.

- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all students to achieve their full potential.
- Acting as a positive role model for all students and staff members.

Delivery of Content

PSHE education will address both students' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

PSHE content is delivered by tutors either in small tutor group sessions or, where appropriate, in team-taught or whole year group sessions. In each format, it is expected that those delivering the content will create a safe and supportive learning environment, setting respectful and appropriate boundaries. Guidance and training is given to all staff delivering PSHE. This training includes how to manage challenging questions as well as how to set expectations and rules, with example class agreements provided by the Head of PSHE.

The PSHE programme is taught through a range of methods, including PowerPoint presentations, discussion, roleplays and videos/media. The Head of PSHE is responsible for the sourcing/creation of teaching resources and regularly reviews content to ensure it is accurate and aligns with both the College aims, ethos and values, and government guidance. Tutors will differentiate or adapt resources, where appropriate, to make sure they meet the needs of the students in their groups (for example those with EAL or SEND).

All Housemasters, Housemistresses and tutors are aware of the topics of each lesson in advance and ensure that students who may be vulnerable or likely to find specific content challenging (for example a session on cancer where a student has experienced a significant family bereavement), are offered proactive support arranged by the HSM. The Head of PSHE also informs parents of 1st-5th Form students of the programme of study for each half-term.

In addition to the weekly taught PSHE lessons, a visiting speaker programme is arranged each year by the Head of PSHE to enhance the delivery of topics with specialist expertise. In such cases, the Head of PSHE liaises with the visiting speaker to ensure that the content is fully compliant with both school policies and national guidance. Additionally, the school manages the access of the visitor(s) in line with the school's Provider Access Policy

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

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

Assessment

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

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

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

Student Voice and Measuring Impact

Students will always be encouraged to engage in personal reflection within PSHE lessons either privately or through discussion. Student feedback on PSHE will be sought through surveys as well as forums such as Head of School's, Student Voice and EDI Committees which include representatives from across the College.

It is difficult for teachers to accurately assess a student's self-confidence or sense of their own identity and values, and therefore it is not appropriate for assessment in PSHE education to be about levels or attainment grades. However, students will be asked to complete surveys

each term to evidence their personal reflections on learning and progress. Further evidence of students' learning and progression may be found via written work (on paper or in Teams), through learning walks, student attendance of PSHE, and talking with students. In addition, all students will be given an Approach to Learning grade by their tutor as part of the regular Tutor Card and Report cycle.

Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Head of College. Before granting a withdrawal request, the Head of College will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Head of College will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the student turns 16. After this point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education.

Students who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with SEND, the Head of College will take the students' specific needs into account when making their decision.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of any of the protected characteristics. The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for some students based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to students with EAL and SEND.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Confidentiality and Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Child Protection and Safeguarding Policy.

PSHE topics will be taught using scenarios with students asked to reflect on their own experiences, thoughts and values. However, students will not be asked to share their personal experiences or those of other students. At the end of each lesson, students will receive signposting to age-appropriate support and guidance. Students will also be reminded about the school's *Anonymous Reporting Form*, should anything be of concern to them, or they would like more support.

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.

PSHE teachers 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.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

Appendix: PSHE/RSE Themes (Combined)

(Subject to variability due to e.g. global/national events and/or reactions to school issues that may occur)

| | Michaelmas 1 Independence and aspirations | Michaelmas 2 Autonomy and advocacy | Lent 1 Autonomy and advocacy | Lent 2 Choices and influences | Summer 1 Independence and aspirations | Summer 2 Choices and influences |
|--------------------------------|---|---|---|--|---|---|
| 1st Form | Developing goal setting, analytical skills and decision making: <ul style="list-style-type: none"> • Personal development and target setting • Importance of respect • Wants, needs and priorities • Self-esteem through life • Media literacy | Developing empathy, compassion, communication, and financial capability : <ul style="list-style-type: none"> • What is racism • Stereotyping • Protected characteristics • Career skills and qualities • Budgeting our money | Developing assertive communication, agency and support-seeking skills: <ul style="list-style-type: none"> • Health and wellbeing • Mental health • Building resilience • Kindness and empathy • Safer internet | Developing agency, decision making skills, and risk management: <ul style="list-style-type: none"> • Dangers of vaping • What are drugs and the dangers thereof • Personal hygiene, oral health, and prevention of infections • Boys and puberty • What we need to know about periods | Developing self-confidence and self-worth: <ul style="list-style-type: none"> • Healthy relationships • Importance of trust • Maintaining friendships • Anti-bullying • Navigating peer pressure | Developing agency and decision making skills: <ul style="list-style-type: none"> • What is online grooming • Importance of families and relationships • Falling in love and romantic feelings • What is marriage and why it's should be freely entered into |
| 2nd Form | Developing analytical skills, goal setting, | Developing communication, values | Developing agency and strategies to manage | Developing self-awareness, risk | Developing communication and | Developing agency and strategies to manage |

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| | <p>motivation, financial capability, and agency:</p> <ul style="list-style-type: none"> • Importance of attendance and punctuality • Ambition, aspiration and realistic career goals • Exploring employability and work skills • Being an entrepreneur • Saving and investing money • Importance of teamwork | <p>and opinions, strategies to identify bias, and risk management:</p> <ul style="list-style-type: none"> • Exploring sexism in society • Ableism, visible and invisible • County lines and gangs • Importance of good communication skills • Mental health in work and the wider world | <p>influence, and access support:</p> <ul style="list-style-type: none"> • Importance of a balanced diet and healthy food • Importance of exercise • Consequences of unhealthy living • What are eating disorders • The stress of social media • Exploring group chats (1) | <p>management, and accessing support:</p> <ul style="list-style-type: none"> • Exploring group chats (2) • What is self-harm and why do people do it • Knife-crimes – what and why • Exploring my personal identity | <p>negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Exploring tolerance and respect • What it means to be a great man • Alcohol – risks and relationships • Cyberbullying and online trolls • Consent – what is it and why is it so important (1) | <p>influence and access support:</p> <ul style="list-style-type: none"> • Consent – what is it and why is it so important (2) • Exploring contraceptives • STI's and sexual health • Exploring the use of condoms |
| 3rd Form | <p>Developing goal-setting, analytical skills, financial capability and decision making:</p> <ul style="list-style-type: none"> • Exploring KS4 options • Exploring the economy and how it affects us | <p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> • Online scams and financial exploitation • Exploring the changing labour market | <p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> • Exploring mental health – stigmas and language • How to manage anxiety • Staying happy and positive | <p>Developing empathy, analytical skills, agency, risk management, and strategies to manage influence:</p> <ul style="list-style-type: none"> • Healthy eating on a budget • Appropriate health advice and services | <p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Relationships and sex in the media • Diverse relationships | <p>Developing decision making, risk management, conflict management, and support-seeking skills:</p> <ul style="list-style-type: none"> • Exploring misogyny • Pornography and our brains |

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| | <ul style="list-style-type: none"> Being responsible with your finances | <ul style="list-style-type: none"> Your online reputation The importance of community Exploring anti-social behaviour Why volunteering is important | <ul style="list-style-type: none"> Exploring gratefulness Importance of sleep and hygiene | <ul style="list-style-type: none"> Safe use of prescription drugs and antibiotics Performing CPR and First Aid FGM – what we need to know The risks of gambling | <ul style="list-style-type: none"> What is gender stereotypes Sexual harassment and the law | <ul style="list-style-type: none"> Exploring grief, loss and its digital legacy How to manage conflict |
| 4th Form | <p>Developing agency, self-awareness, adaptability and organisation skills:</p> <ul style="list-style-type: none"> Social media and personal validation Exploring hate crimes in the UK The difference between equity and equality Future careers and the rise of AI | <p>Developing empathy and compassion, strategies to manage influence and risks:</p> <ul style="list-style-type: none"> Rights and responsibilities in the workplace Tattoos, piercings and our bodies Importance of work experience Health and safety at work Dangers of cybercrimes | <p>Developing agency and decision making, strategies to manage influence, resilience, and access support:</p> <ul style="list-style-type: none"> Resilience to social media Social media and combating loneliness Exploring deepfakes and malicious AI Body image – positivity gone too far Exploring cancer – screening, | <p>Developing empathy, analytical skills, to seek appropriate support, and resilience:</p> <ul style="list-style-type: none"> Exploring cancer – screening, prevention, risks (2) Unplanned pregnancy Exploring the misuse of nitrous oxide Minimising stress and improving | <p>Developing risk management, empathy, compassion, and support- seeking skills:</p> <ul style="list-style-type: none"> Coercive, exploitive and abusive relationships Gaslighting and emotional abuse Exploring forced marriage Divorce , separation and loss Stalking, harassment and the law | <p>Developing agency, self-awareness, self-worth, empathy, respect for others, diversity, and understanding:</p> <ul style="list-style-type: none"> Assessing readiness for sex What is abortion Exploring LGBT rights Adoption and fostering |

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| | | and the dark web | prevention, risks (1) | exam performance <ul style="list-style-type: none"> Exploring homelessness | | |
| 5th Form | <p>Developing agency, risk management skills, self-awareness, adaptability, and critical thinking:</p> <ul style="list-style-type: none"> Exploring Post 16 options What is personal safety and independent travel Extremism and radicalisation Online safety and data protection Cost of living crisis | <p>Developing communication and negotiation skills, and analytical skills:</p> <ul style="list-style-type: none"> Exploring different types of employment Writing fantastic CVs and job applications Job interviews – how to prepare Exploring revision and study skills | <p>Developing empathy, sense of self, compassion, risk management, and support-seeking skills :</p> <ul style="list-style-type: none"> Unwanted, fixed and obsessive behaviours Criminal behaviour and mob mentality Fertility, menstrual and gynaecological health Gender, gender roles and transgender in focus | <p>Developing empathy and compassion, clarifying values and support-seeking skills, respect for others, and agency:</p> <ul style="list-style-type: none"> Neurodiversity explored and explained Personal safety and risk on the streets Sugar, processed food and disease; what's the link? Suicide and Prevention: What do we need to know? Why are virginity testing and hymenoplasty illegal? | <p>Developing confidence, self-worth and self-awareness, adaptability, decision making skills, empathy and compassion, seeking-support skills :</p> <ul style="list-style-type: none"> Microaggressions and bullying Pronouns and wider world Online dating and the role of pleasure Parenting – what to consider Sexualisation of the media Pornographic deepfakes and non-consensual images Honour violence and killings | Study Leave |

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| | | | | | <ul style="list-style-type: none"> Responsible public health choices | |
| L6th | Developing self-awareness, goal-setting, writing skills, adaptability and organisation skills: <ul style="list-style-type: none"> Apprenticeships Applications and personal presentation Exploring employment Exploring core subjects | Developing self-confidence, researching skills, and strategies to manage influence: <ul style="list-style-type: none"> Writing personal statements Computer literacy and linking to employment skills What is plagiarism Researching different jobs | Developing empathy, risk management, manage influence, identity, compassion and strategies to access support: <ul style="list-style-type: none"> Exploring class A drugs Exploring class B drugs Exploring class C and prescription drugs Cosmetic and plastic surgery | Developing agency, decision making, and strategies to manage influence and access support: <ul style="list-style-type: none"> Genders and identity Miscarriage and unplanned pregnancy The importance of relaxation | Developing agency, confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Critical thinking Fake news Feminism Free speech and hate speech (1) | Developing agency and strategies to manage influence and access support, compassion, sense of wrong and right: <ul style="list-style-type: none"> Free speech and hate speech (2) Honour violence Exploring social justice |
| U6th | Developing resilience, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Work ethic and motivation | Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Exploring paydays and loans | Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Climate change Drugs, festivals and parties | Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Cultural appropriation | Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Tolerating intolerance | Study Leave |

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| | <ul style="list-style-type: none"> • Leadership skills within careers • Exploring personal branding • Extra-curricular personal statements • Problem solving • Skills and initiative – making you employable | <ul style="list-style-type: none"> • Pensions and retirement • Renting or buying property and cars • Revisit topics as needed | <ul style="list-style-type: none"> • Emotional wellbeing • STI clinics and advice • Toxic and positive masculinity • Healthy eating and obesity • Ageism • Controlling relationships | <ul style="list-style-type: none"> • Online subcultures and extremism • Sex and media • Sex readiness and encounters • Social media and call out culture • Revisit topics as needed | <ul style="list-style-type: none"> • Culture wars and the influence of the media • Revisit topics as needed | |
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