

PSHE Policy

Scope:	Senior School (Including Boarding and Homestay)
Release date:	September 2025
Author:	Senior Deputy Head Senior School
Reviewer:	Senior Deputy Head Prep School
Approval body:	Board of Directors <i>(released pending ratification at Michaelmas Term Edcomm Meeting)</i>
Review date:	September 2026

Linked documents

This Policy should be read in conjunction with the

- Statutory RSE Policy
- Prep School PSHE Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- SEND Policy
- Relationships Education, Relationships and Sex Education (R50) and Health Education 2019
- Relationships and Sex Education (RSE) and Health Education Regulations 2025

Acronym

PSHE Personal, Social, Health, Education

Availability

This policy may be viewed on the School website, the staff shared area, and a printed copy is available upon request from the School Office/Pupil Services Team.

Definition of PSHE

(PSHE) is about how individuals develop personally, in ways such as how we grow up physically and how we change through adolescence. It is about our relationships with other people, our families, friends and teachers at the school. It also covers matters relating to being healthy and fit, and what it means to be a good citizen.

Edition Changes

Page	Update
Throughout document	Years updated and document reviewed Addition of updated guidance document to be compliant in 2026

Introduction and aims

The purpose of this Policy is to ensure that PSHE supports our school ethos and fulfils our school aims:

- Pupils can discover who they are,
- Pupils can unlock their own potential,
- We will provide an all-round educational experience,
- Pupils can experience a community spirit, where everyone is connected.

This Policy applies to all senior pupils and forms part of the curriculum. We see the curriculum as, 'the total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities, and other opportunities that our pupils experience on a daily, weekly, and yearly basis to ensure that all of them make the best progress possible and attain high standards'.

A well-structured and coherent curriculum is a fundamental element of education that underpins all successful schools and includes Teaching, Learning and Assessment and is underpinned by Wellbeing.

The aims of PSHE at our school are to:

- Help pupils develop the knowledge and attributes they need to manage their lives, now and in the future, actively promoting the fundamental British values,
- Educate pupils about staying healthy and safe, and help pupils prepare for life – and work – in modern Britain, developing knowledge, skills and attributes they need to thrive as individuals, family members and members of society,
- Provide a framework in which sensitive discussions can take place,
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene,
- Help pupils develop feelings of self-respect, confidence and empathy,
- Create a positive culture around sexuality and relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies,
- Help pupils understand that healthy relationships are an important part of wellbeing.

As pupils move through the school, PSHE sessions help them to learn to respect the views of others and to consider the needs and rights of other citizens. They clarify their opinions and attitudes in discussions with peers and informed adults and consider the consequences of their decisions. Our approach to PSHE includes guiding pupils towards adopting a positive attitude to general well-being, fitness, nutrition and self-image.

There are many choices to be made as pupils progress through the school and the PSHE programme - in its widest sense - aims to enable the pupils to make positive and hopefully life-enhancing choices based on a consideration of a range of possibilities within issues such as alcohol consumption, recreational drug use, smoking, sexual health and relationships, career

path, developing a sense of belonging to their communities and developing their charitable sensibilities.

In our PSHE sessions, we aim to promote the pupils' spiritual, moral, social and cultural development, thus preparing them for the opportunities and experiences of life.

We recognise the important role that parents/carers play in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers, and pupils, consulting them about the content of the PSHE program. We also aim to work in partnership with other relevant health and education professionals as appropriate.

Statutory requirements

Our Policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of PSHE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school, and behaviours of everyone.

Policy development

This Policy is developed in consultation with the school community. The consultation and policy development process involved the following steps:

- Review – The Head of PSHE reviews all relevant information, including but not limited to, relevant national and local guidance,
- The policy is drafted in accordance with up-to-date statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans are then amended accordingly,
- Parent and any interested parties within our community are annually invited to provide feedback on PSHE through consultation when they are informed about the right to withdraw. Parents are asked to contact the relevant Head of PSHE. This feedback can be used to influence policy content,
- Pupil consultation – pupils are consulted about their PSHE lessons in pupil voice meetings, surveys and within lessons,
- Ratification – once amendments are made, the policy is ratified and published to the school website <https://www.wisbechgrammar.com/about-us/policies-isi-reports/>
- Policy review – this Policy will be reviewed every year.

Curriculum

During a pupils' academic career, broad topic areas covered in our PSHE sessions include cover:

- Families,
- Respectful relationships including friendships and relationship values,
- Relationships online and the media,
- Being safe including consent,
- Intimate and sexual relationships, including sexual health,
- Mental health and wellbeing,
- Internet safety and harms,
- Bullying, abuse and discrimination,
- Physical health and fitness,
- Self-concept, body image and self-esteem,
- Healthy eating,
- Drugs, alcohol and tobacco,
- Health and prevention,
- Basic mental and physical first aid,
- Changing adolescent bodies,
- Settling into secondary school,
- Work, careers, choices and pathways,
- Employment rights and responsibilities,
- Financial choices such as banking, mortgages, credit/loans,
- Citizenship including developing as a citizen and becoming aware of the work of charities in our society,
- Topics in the news,
- Awareness of global issues,
- Developing self-knowledge and the ability to manage emotions,
- Government and Politics,
- Current world affairs.

We have developed a spiraling curriculum in consultation with the PSHE association and our community, considering the age, needs and feelings of pupils.

For more information about our curriculum, please contact the Head of PSHE or the Senior Deputy Head.

Delivery of PSHE

The PSHE course is delivered to all pupils through discrete PSHE lessons taught by a select number of teachers. There is one lesson taught of PSHE per week, and this is supported by an additional weekly lesson of Pupil Development. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology, Physical Education and Physical Wellbeing lessons; Citizenship through History and Religious Studies lessons; several financial issues are covered in Maths lessons). There are also centrally organised sessions which supplement the delivery in-house, such as assemblies.

Roles and Responsibilities

The PSHE and Pupil Development Co-Ordinator in liaison with the Senior Deputy Head:

- Responsibility for the overview of this policy, however, all teaching staff are responsible for ensuring this policy is implemented and acted on,
- Provides engaging lesson material,
- Ensuring that PSHE is delivered consistently across their relevant section of the school,

The Senior Deputy Head

- Evaluating this policy,
- All pupils make progress in achieving the expected educational outcomes,
- The subjects are well led, effectively managed and well planned,
- The quality of provision is subject to regular and effective self-evaluation,
- Teaching is delivered in ways that are accessible to all pupils with SEND,
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Teaching Staff (a select number of teachers):

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE.
- Using inclusive language.
- Monitoring progress, which includes completing an attitude to learning grade
- Responding to the needs of individual pupils.
- Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the relevant Head of PSHE.
- Ensure pupils are made aware of helpful external agencies.
- Be unbiased in their delivery of the topics covered and do not indoctrinate pupils. For example, teachers should not aim to influence the political views of the pupils.

- Challenge and record any inappropriate language of radical views that are disclosed in the sessions.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Pupils with Special Educational Needs and Disabilities

Our curriculum is inclusive and PSHE is accessible for all pupils. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department led by a SENCO. Pupils can use their own device and OneNote in PSHE lessons to help with accessibility. All teachers are aware of the provision on the SEN register and pupils are supported at an individual level.

Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. PSHE can also be a particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Monitoring arrangements

- The delivery of PSHE is monitored by the Senior Team through regular learning walks and by the head of PSHE through curriculum development and sharing of best practice.
- Pupils' development in PSHE is monitored by the PSHE teachers as part of our internal assessment systems. All senior school pupils are regularly given an 'Attitude to Learning' grade.