



Swanbourne House PSHE Policy

Name:	PSHE Policy
Applies to:	Whole School including EYFS
Reference no:	08
Contributors:	Deputy Head Academic, Head of Lower School
Owner:	Deputy Head Pastoral
Approved by:	Head
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Policy Statement

This policy applies to all members of our school community. Swanbourne House is fully committed to ensuring that the application of the Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy. This policy should be read in conjunction with the following documents:

- Child Protection and Safeguarding Policy
- Relationships and Sex Education Policy
- Mental Health and Wellbeing Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

This document is reviewed annually by the Deputy Head Pastoral, Deputy Head Academic and Head of Lower School or as events or legislation change requires.

Introduction

This document is a statement of the rationale, aims and objectives of the teaching of PSHE at Swanbourne House School. PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible and positive members of a diverse multicultural society.

PSHE education provides a significant contribution to the schools' responsibility to:

- Promote children and young people's wellbeing
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education
- Provide relationships and sex education

Legislation (Statutory Regulations and Guidelines)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance states that all schools, including independent schools, must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary)

The PSHE curriculum is a spiral curriculum, so that topics are re-visited again in later years. We treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Teaching of PSHE

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

EYFS – Year 4 - Form Tutors

- Weekly timetabled lessons
- Assemblies and Chapel services addressing a range of PSHE issues
- Through involvement in the life of the school and wider community
- PSHE through pastoral care in the day school and the boarding house

Year 5 – Year 8 - Pastoral Team of Teachers

- Weekly timetabled lessons
- Weekly personal tutor periods addressing topical issues affecting young people
- Assemblies and Chapel services addressing a range of PSHE issues
- Through involvement in the life of the school and wider community

- PSHE through pastoral care in the day school and the boarding house.

Intended Outcomes

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now, and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and thrive
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

Roles and Responsibilities

Since September 2024 PSHE and RSE delivery from EYFS to Year 8 is taught by a range of specific pastoral teachers – either the pupils’ class teacher, form tutor or Head of Section. Pupils have one hour a week as a timetabled lesson. This is vital to ensure a high standard of PSHE Education.

Aspects of the PSHE Curriculum are also covered during Form/Personal Tutor time, where the Deputy Head Pastoral has produced a curriculum.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn’t acceptable language to be used.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them, and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

Safe and Effective Practice

PSHE often draws on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE will ensure any pupil who indicates they may be at risk, gets appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Counselling Services

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

Equality and Diversity Statement

Swanbourne House prides itself on providing equal opportunities for all its staff and pupils regardless of religion, culture, gender, sexual orientation, marital status, race, ethnic origin, colour, age or disability, gender-reassignment, pregnancy or maternity status.

Staff and pupils are expected to treat each other with respect as individuals and will not tolerate prejudicial remarks of any sort. Examples of prejudicial remarks will be dealt with promptly and all forms of intolerance will be taken seriously.

Classroom practice and pedagogy will consider pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. The school recognises that SEND pupils are more vulnerable to exploitation, bullying and other issues and our programme of study is designed with this in mind. We will use PSHE and RSE education to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral system. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting one group because of protected characteristics.

The Stowe Group believe that everyone should be treated equally. We want our community to be safe, caring and inclusive, without prejudice or discrimination of any kind. We believe that to be Change Makers we must have a culture of continuous improvement, striving always to be our best.

Guest Speakers

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the

Child Protection and Safeguarding Policy section on visiting speakers. A teacher will be present throughout these lessons. The visiting speaker form is sent to the DSL before any visitors come into school.

PSHE Curriculum

- PSHE Association Programme Builder for EYFS – Year 2 - [2. Primary Programme Builder - Thematic model.pdf](#)
- PSHE Association Programme Builder for Year 3-Year 8 - [3. Programme Builder - Cross-phase model - Yr 3-8.pdf](#)