



## Swanbourne House PSHE Education Policy

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| <b>Name:</b>          | PSHE Education Policy                      |
| <b>Applies to:</b>    | Whole School including EYFS                |
| <b>Reference no:</b>  | 08                                         |
| <b>Contributors:</b>  | Deputy Head Academic, Head of Lower School |
| <b>Owner:</b>         | Deputy Head Pastoral                       |
| <b>Approved by:</b>   | Head                                       |
| <b>Date reviewed:</b> | September 2026                             |
| <b>Date approved:</b> | September 2026                             |
| <b>Next review:</b>   | September 2027                             |

### **Policy Statement**

Personal, Social, Health and Economic (PSHE) education is the school subject through which pupils develop the knowledge, skills, attributes and agency they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of their lives and careers. PSHE education also helps pupils to achieve their academic potential by removing barriers to learning.

PSHE is an essential component of the school's wider educational, pastoral and safeguarding provision. It contributes to pupils' personal development and wellbeing and prepares them for the opportunities, responsibilities and experiences of later life.

The school recognises that PSHE is most effective when it is delivered as a coherent, planned and progressive curriculum, supported by the school's pastoral systems, safeguarding arrangements, boarding provision, assemblies, chapel, form/personal tutor time and the wider life of the school.

The curriculum will enable pupils to:

- develop healthy and respectful relationships;
- understand how to keep themselves and others safe;
- develop emotional literacy, resilience and positive mental health;
- understand physical health and healthy lifestyles;
- recognise abuse, exploitation, coercion, harassment and harmful behaviour;
- understand consent, personal boundaries and respectful behaviour;

- develop age-appropriate knowledge about relationships and sex;
- understand online safety, digital relationships and online risks;
- develop financial capability and economic wellbeing;
- develop an understanding of careers, aspirations and the world of work;
- understand diversity, equality, inclusion and respect for others;
- develop decision-making, communication and problem-solving skills;
- recognise when they or someone else may need help and know how to access appropriate support;
- become responsible, active and positive members of their school and wider communities.

Swanbourne House is committed to ensuring that PSHE is inclusive and non-discriminatory and is delivered in accordance with the Equality Act 2010 and the school's wider equality and safeguarding responsibilities.

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Relationships and Sex Education Policy (RE/RSE)
- Anti-Bullying Policy;
- Equal Opportunities / Equality Policy;
- Mental Health and Wellbeing Policy;
- Rewards and Sanction Policy;
- Careers Policy;
- Staff Code of Conduct;
- Medical, Health and First Aid Policy;
- Attendance Policy.

Where PSHE identifies a safeguarding concern, the school's Child Protection and Safeguarding Policy takes precedence.

### **Purpose and Rationale**

The school recognises that pupils encounter an increasingly complex range of influences, including social media, digital communications, online communities, advertising, commercial pressures and rapidly changing social and technological environments. PSHE education therefore provides structured opportunities for pupils to explore these influences critically and safely. PSHE education is not limited to a weekly lesson. It is a planned curriculum which is reinforced through:

- classroom teaching;
- pastoral care;
- form and personal tutor time;
- assemblies and Chapel;
- boarding provision;
- relationships with staff and peers;
- co-curricular and enrichment activities;
- careers education;
- community involvement and service;

- safeguarding education;
- health and wellbeing provision;
- responses to current issues and the school's contextual safeguarding information.

### **Legislative and Statutory Framework**

The Department for Education (DfE) introduced statutory relationships, sex and health education (RSHE) requirements in September 2020 – thereby making most of PSHE education compulsory. Statutory content comprises Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 (or up to key stage 5 in schools with a sixth form), and Health Education in both primary and secondary phases.

The Department for Education published revised statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, in July 2025. This guidance takes effect from 1 September 2026. Swanbourne House must have regard to this guidance when planning and delivering Relationships Education and RSE.

Health Education is not compulsory for independent schools. However, Swanbourne House incorporates relevant physical health and mental wellbeing content within its PSHE programme, informed by the DfE guidance and the PSHE Association Programme of Study.

The PSHE Association Programme of Study for PSHE education supports schools by providing suggested learning opportunities for each key stage covering all of the statutory RSHE content (which schools must cover) as well as content for Economic Wellbeing and Careers Education (which all schools are expected to cover as part of broader PSHE education). The PSHE Association's Curriculum Models break down learning by year group into half-term units, with long-term and medium-term plans for KS1-2 and KS3-4, and links to quality assured lesson plans.

This policy has been developed with regard to the legal and statutory framework applicable to an independent school in England. The school will have regard to all current statutory guidance and will update this policy and the associated curriculum where legislation or statutory guidance changes.

### **Aims of PSHE Education**

The aims of PSHE at Swanbourne House are to enable pupils to:

1. develop confidence, self-esteem and a positive sense of identity;
2. understand and manage their emotions and develop resilience;
3. develop healthy, respectful and positive relationships;
4. understand personal boundaries, consent and respectful behaviour;
5. recognise unsafe, abusive, exploitative or coercive behaviour;
6. know how and when to seek help;
7. develop knowledge of physical and mental health;
8. understand healthy lifestyle choices and behaviours;
9. develop safe and responsible online behaviour;
10. understand the opportunities and risks associated with digital technology and social media;
11. develop financial capability and economic wellbeing;
12. understand the world of work and develop aspirations for their future;

13. appreciate diversity and develop respect for people with different backgrounds, beliefs, characteristics and experiences;
14. understand equality and challenge prejudice and discrimination;
15. develop communication, collaboration, decision-making and problem-solving skills;
16. understand how their actions affect others and their wider community;
17. prepare for increasing independence and the responsibilities of later life.

### **Curriculum Structure**

Swanbourne House follows a coherent, progressive and age-appropriate PSHE curriculum from EYFS to Year 8. The curriculum draws on the 2026 PSHE Association Programme of Study, which integrates the revised statutory RSHE requirements with wider PSHE learning, including Economic Wellbeing and Careers Education. The curriculum is organised around the following broad areas:

### **Relationships and Respect**

Pupils learn about:

- families and people who care for them;
- friendship;
- respectful relationships;
- communication;
- managing disagreements;
- recognising unhealthy relationships;
- personal boundaries;
- consent;
- privacy;
- kindness and empathy;
- bullying and prejudice;
- peer pressure;
- relationship changes and loss;
- appropriate help-seeking.

As pupils mature, learning develops to include:

- healthy intimate relationships;
- consent;
- sexual harassment;
- sexual violence;
- coercion and controlling behaviour;
- domestic abuse;
- teenage relationship abuse;
- exploitation and grooming;
- harmful sexual behaviour;
- pornography and unrealistic representations of relationships and sex;
- the influence of online content and social media.

Teaching is age-appropriate and developmentally appropriate.

### **Relationships and Sex Education (RSE)**

RSE forms part of the wider PSHE curriculum.

The school will provide RSE in a way which is:

- age-appropriate;
- developmentally appropriate;
- medically and factually accurate;
- inclusive;
- respectful;
- safeguarding-informed;
- sensitive to pupils' different experiences and backgrounds.

Pupils will be taught the anatomically correct names for body parts.

As pupils progress through the school, RSE will address appropriate elements of:

- growing and changing;
- puberty;
- menstruation;
- physical and emotional changes;
- body image;
- personal hygiene;
- relationships;
- friendship;
- consent;
- boundaries;
- respectful behaviour;
- sexual health;
- reproduction;
- contraception, where developmentally appropriate;
- pregnancy;
- sexually transmitted infections, where developmentally appropriate;
- sexual exploitation and abuse;
- pornography and harmful sexual content;
- online sexual behaviour and image sharing;
- recognising unsafe behaviour;
- seeking help and reporting concerns.

The school will ensure that RSE is taught in a manner consistent with the school's ethos and safeguarding responsibilities.

Where sensitive or controversial matters arise, staff will use professional judgement, age-appropriate language and the school's agreed teaching protocols.

The revised 2026 statutory guidance places particular emphasis on safeguarding, positive relationships, appropriate boundaries, harmful influences and helping pupils navigate challenges in both online and offline environments.

### **Consent, Boundaries and Safeguarding**

The school will teach pupils, at an age-appropriate level, that:

- everyone has the right to personal boundaries;
- consent must be freely given and respected;
- pressure, manipulation, coercion and intimidation are not consent;
- a person can change their mind;
- pupils should respect other people's boundaries;
- unsafe behaviour should be reported;
- adults and trusted professionals can help;
- abuse is never the fault of the child.

Teaching about consent will be integrated with wider learning about healthy relationships, safeguarding and respectful behaviour.

Where pupils disclose information indicating possible abuse, exploitation, harmful sexual behaviour or other safeguarding concerns, staff will follow the Child Protection and Safeguarding Policy and report the concern immediately to the appropriate safeguarding lead.

### **Health and Wellbeing**

Health and wellbeing education will include age-appropriate learning about:

- physical health;
- mental health;
- emotional wellbeing;
- sleep;
- nutrition;
- exercise;
- hygiene;
- puberty;
- body image;
- self-care;
- managing stress;
- resilience;
- feelings and emotions;
- help-seeking;
- healthy lifestyles;
- medicines and safe use of medicines;
- alcohol;
- smoking and vaping;
- drugs and substance misuse;
- risk-taking behaviour;
- first aid and emergency situations;
- online wellbeing;
- healthy use of technology;

- recognising when someone may need professional support.

The school will ensure that health and wellbeing teaching complements, rather than replaces, the school's pastoral, medical and safeguarding provision.

### **Mental Health and Emotional Wellbeing**

The school recognises the importance of early education about mental health and emotional wellbeing.

Pupils will be supported to:

- identify and express emotions;
- understand that mental health exists on a continuum;
- recognise common signs of emotional difficulty;
- develop healthy coping strategies;
- build resilience;
- develop positive self-esteem;
- understand the importance of sleep, exercise, relationships and routine;
- recognise when they or others may need help;
- understand how and where to access support.

PSHE teaching will not be used as a substitute for professional mental health intervention.

Where a pupil identifies a concern about their own wellbeing or that of another pupil, staff will follow appropriate pastoral and safeguarding procedures.

### **Online Safety and Digital Literacy**

Online safety is an integral part of PSHE.

Pupils will learn about:

- safe and responsible use of technology;
- privacy and personal information;
- passwords and account security;
- digital footprints;
- online reputation;
- social media;
- online relationships;
- cyberbullying;
- harmful and inappropriate content;
- online grooming and exploitation;
- scams and fraud;
- financial harms;
- image sharing;
- intimate image abuse;
- pornography and unrealistic online representations;
- algorithms and online influence;
- misinformation and disinformation;

- artificial intelligence and emerging technologies;
- managing screen use;
- seeking help and reporting online concerns.

The school recognises that online safeguarding is a rapidly developing area. Curriculum content will therefore be reviewed regularly in response to emerging risks, pupil experience and safeguarding intelligence.

### **Economic Wellbeing and Financial Education**

Economic wellbeing is an important component of PSHE.

Pupils will progressively develop:

- understanding of money;
- saving and spending;
- budgeting;
- needs and wants;
- financial decision-making;
- banking and digital payments;
- financial risks and scams;
- consumer awareness;
- responsible use of money;
- understanding of income and expenditure;
- preparation for increasing financial independence.

Older pupils will be introduced, at an appropriate level, to:

- employment;
- earnings;
- taxation;
- financial planning;
- borrowing and debt;
- interest;
- financial services;
- financial fraud;
- responsible financial choices.

The school will use age-appropriate examples and ensure that financial education develops progressively from the earliest years.

### **Careers Education and the World of Work**

Careers education forms part of the wider PSHE curriculum.

Pupils will be encouraged to:

- recognise their strengths, interests and skills;
- develop aspirations;
- understand different careers and occupations;
- develop employability skills;

- understand teamwork and communication;
- understand the relationship between education, skills and future opportunities;
- develop confidence in presenting themselves;
- understand workplace expectations;
- consider different pathways and opportunities;
- recognise the importance of resilience and adaptability.

Careers learning will be age-appropriate and will be integrated with the school's wider careers provision.

### **Citizenship, Values and Community**

PSHE will contribute to pupils' development as responsible members of society.

Pupils will develop understanding of:

- rights and responsibilities;
- respect;
- fairness;
- democracy;
- community;
- diversity;
- equality;
- prejudice and discrimination;
- personal responsibility;
- volunteering and service;
- environmental responsibility;
- appropriate participation in community life.

The curriculum will encourage pupils to make positive contributions to their families, school and wider community.

### **Equality, Diversity and Inclusion**

Swanbourne House is committed to equality, inclusion and respect.

The PSHE curriculum will promote respect for others and will take account of the protected characteristics under the Equality Act 2010.

These include:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The curriculum will challenge prejudice, stereotyping, discrimination, bullying and derogatory language.

The school recognises that equality does not mean treating every pupil identically. Teaching and support will be adapted according to pupils' age, maturity, ability, needs, experiences and circumstances.

The revised 2026 RSHE guidance has been subject to an Equality Act assessment and explicitly identifies the relevance of protected characteristics to implementation. The school will ensure that inclusion is consistent with its legal duties and safeguarding responsibilities.

### **Pupils with SEND and Additional Needs**

The PSHE curriculum will be accessible to pupils with SEND and other additional needs.

Teachers will consider:

- cognitive development;
- communication needs;
- sensory needs;
- literacy and language;
- emotional development;
- social understanding;
- individual circumstances;
- additional vulnerability;
- safeguarding risks.

Teaching may be differentiated through:

- visual resources;
- repetition and reinforcement;
- simplified or adapted language;
- structured scenarios;
- additional adult support;
- alternative communication methods;
- pre-teaching;
- additional opportunities to practise skills.

The school recognises that some pupils with SEND may be particularly vulnerable to bullying, exploitation, abuse and inappropriate online contact. PSHE will therefore provide additional opportunities to develop protective behaviours and help-seeking skills where appropriate.

### **EYFS Provision**

In the Early Years Foundation Stage, PSHE-related learning is integrated into the statutory EYFS curriculum and the wider provision of the school.

Learning will support pupils to:

- develop positive relationships;
- understand emotions;
- develop independence;

- recognise simple boundaries;
- understand personal care and hygiene;
- develop confidence;
- communicate feelings;
- understand safe and unsafe situations;
- develop respect for others;
- begin to understand differences between people;
- know which adults can help them.

Teaching will be play-based, age-appropriate and responsive to children's development.

#### **Curriculum Delivery: EYFS – Year 4**

From EYFS through Year 4, PSHE will be delivered through a combination of:

- timetabled PSHE lessons;
- class/form provision;
- assemblies;
- Chapel;
- pastoral care;
- boarding provision where applicable;
- school routines;
- enrichment and community activities;
- safeguarding and online safety education.

Where appropriate, teachers will respond to emerging issues within the cohort while maintaining the integrity of the planned curriculum. Form tutors will deliver the PSHE curriculum for 55minutes per week.

#### **Curriculum Delivery: Years 5–8**

Years 5–8 will receive a minimum of one timetabled PSHE lesson each week. Taught by a designated team of PSHE teachers who have a pastoral background.

This will be complemented by:

- personal tutor/form time;
- assemblies;
- Chapel;
- pastoral provision;
- boarding provision;
- careers education;
- online safety education;
- enrichment activities;
- visiting speakers where appropriate;
- responses to relevant current and contextual issues.

The Deputy Head Pastoral will coordinate the pastoral/tutorial programme to complement the formal PSHE curriculum.

### **Spiral Curriculum and Progression**

PSHE is taught as a spiral curriculum.

Core concepts are revisited throughout the school, with learning becoming increasingly sophisticated as pupils develop.

For example:

#### **Early Years / KS1:**

Friendship, feelings, families, personal boundaries, safety and trusted adults.

#### **Lower KS2:**

Respect, emotions, online safety, puberty preparation, friendship, bullying, health and responsibility.

#### **Upper KS2:**

Puberty, relationships, consent, body image, online behaviour, risk, financial capability and future aspirations.

#### **KS3 / Years 7–8:**

Healthy relationships, consent, sexual health, harmful behaviour, exploitation, online harms, mental health, substance misuse, financial wellbeing, careers and preparation for greater independence.

The precise sequencing will be set out in the school's PSHE curriculum map and schemes of work.

### **Teaching and Learning**

PSHE will be taught using a range of active and participatory approaches, including:

- discussion;
- debate;
- scenario-based learning;
- case studies;
- role play;
- problem-solving;
- reflection;
- collaborative activities;
- written work;
- research;
- decision-making exercises;
- anonymous question systems;
- age-appropriate digital resources.

Teachers will avoid asking pupils to disclose personal or private experiences in front of peers.

Pupils will not be expected to participate in role play that requires them to act out personal or sensitive experiences.

Teachers will establish clear ground rules before sensitive topics are discussed.

### **Safe Practice and Ground Rules**

Because PSHE can address sensitive issues, staff will establish an environment in which pupils can participate safely.

Ground rules may include:

- respect others' views;
- listen without interrupting;
- no personal questions;

- no naming or identifying individuals;
- no sharing another person's private information;
- use appropriate language;
- pupils may choose not to answer a question;
- pupils may submit questions anonymously;
- discriminatory or abusive language is not acceptable;
- disclosures must be reported in accordance with safeguarding procedures.

Teachers will use professional judgement when answering questions and will ensure that responses are age-appropriate and factually accurate.

### **Sensitive and Controversial Issues**

Sensitive issues may arise naturally within PSHE.

These may include:

- relationships;
- sexuality;
- sexual abuse;
- pornography;
- pregnancy;
- abortion;
- domestic abuse;
- gender identity;
- discrimination;
- religion and belief;
- mental health;
- bereavement;
- substance misuse;
- exploitation.

Staff will not use PSHE lessons to promote personal political, religious or ideological views.

Where a matter is controversial, teachers will present age-appropriate factual information, encourage respectful discussion and maintain the school's safeguarding and equality responsibilities. Where an issue exceeds the teacher's professional role or creates a safeguarding concern, it will be referred to the appropriate pastoral or safeguarding lead.

### **Safeguarding and Child Protection**

Safeguarding is integral to PSHE.

PSHE provides pupils with knowledge that can help them recognise:

- unsafe situations;
- abuse;
- neglect;
- exploitation;
- grooming;
- coercive or controlling behaviour;

- harmful sexual behaviour;
- sexual harassment;
- sexual violence;
- bullying;
- online abuse;
- peer-on-peer / child-on-child abuse.

The school recognises that safeguarding concerns can arise during PSHE lessons, particularly where pupils are discussing relationships, abuse, online behaviour or personal safety.

Any concern or disclosure will be dealt with in accordance with the Child Protection and Safeguarding Policy.

Staff will never promise a pupil absolute confidentiality.

KCSIE 2026 comes into force on 1 September 2026 and sets out the statutory safeguarding duties applicable to schools.

Working Together to Safeguard Children 2026 also strengthens expectations around multi-agency safeguarding, including child sexual abuse and direct work with children.

### **Confidentiality**

Pupils will be informed that:

- Information shared with a member of staff cannot always remain confidential if the staff member believes that a child may be at risk of harm.
- Staff will explain, where appropriate, what will happen if a disclosure is made.
- Staff will not investigate safeguarding concerns themselves. They will record and report concerns in accordance with the school's safeguarding procedures.

### **Pupil Voice**

The school will seek pupil views about PSHE regularly.

Pupil voice may be gathered through:

- surveys;
- discussions;
- pupil committees;
- form discussions;
- feedback following lessons;
- pastoral reviews;
- anonymous questions;
- curriculum evaluations.

Pupil voice will be used to inform curriculum development while recognising that statutory and safeguarding requirements remain the responsibility of the school.

### **Parents and Carers**

The school recognises the important role of parents and carers in supporting pupils' personal development.

The school will:

- make information about the PSHE/RSE curriculum available to parents;

- communicate significant changes to the curriculum;
- provide appropriate opportunities for parents to understand the school's approach;
- encourage parents to discuss learning with their children;
- signpost parents to appropriate supporting information, where useful.

Parents have the right to request withdrawal from some or all sex education delivered as part of RSE. Parents cannot withdraw pupils from Relationships Education, or from statutory National Curriculum Science.

For primary-aged pupils, the Head will comply with a request to withdraw from sex education that is not part of the National Curriculum for science. For pupils in Years 7 and 8, the Head will discuss any request with parents and, except in exceptional circumstances, will respect the request in accordance with statutory guidance. The detailed process is set out in the School's RSE Policy.

### **External Speakers and Providers**

External speakers and organisations may be used to complement the school's PSHE provision. The school retains responsibility for the content and quality of PSHE teaching even where external providers are involved.

Before an external provider is used:

- the provider's suitability will be considered;
- relevant safeguarding checks will be completed;
- content and resources will be reviewed;
- the session will be assessed for age appropriateness;
- the provider will be briefed on school expectations;
- the provider will understand the school's safeguarding procedures;
- a member of school staff will normally remain present.

External providers will not replace the school's responsibility for curriculum planning or safeguarding. The revised RSHE guidance specifically recognises the value of external organisations while emphasising that schools remain responsible for selecting providers, checking their expertise and ensuring that content is appropriate.

### **Staff Training and Professional Development**

Staff responsible for PSHE delivery will receive appropriate guidance and professional development.

Training will address, as appropriate:

- curriculum requirements;
- safeguarding;
- managing disclosures;
- sensitive questions;
- RSE;
- consent;
- harmful sexual behaviour;
- online safety;
- mental health;
- equality and inclusion;

- SEND;
- age-appropriate teaching;
- use of external resources.

The Deputy Head Pastoral will identify staff training needs through curriculum review, safeguarding information, pupil feedback and changes to statutory guidance.

### **Roles and Responsibilities**

#### **The Governing Body / Proprietor**

The Governing Body / Proprietor will:

- approve this policy;
- ensure that the school meets its statutory responsibilities;
- receive appropriate assurance regarding PSHE provision;
- ensure that the curriculum reflects the school's ethos and legal obligations.

#### **Head**

The Head will:

- ensure the policy is implemented;
- provide appropriate leadership and resources;
- ensure appropriate staff training;
- ensure that safeguarding arrangements support PSHE delivery.

#### **Deputy Head Pastoral**

The Deputy Head Pastoral will:

- lead the PSHE curriculum;
- coordinate the annual programme;
- oversee RSE and pastoral curriculum provision;
- liaise with safeguarding leaders;
- monitor teaching and learning;
- coordinate pupil voice;
- review curriculum content in response to legislation and contextual need.

#### **Deputy Head Academic**

The Deputy Head Academic will:

- support curriculum quality and progression;
- monitor teaching standards;
- support curriculum planning and evaluation.

#### **Head of Lower School**

The Head of Lower School will:

- oversee age-appropriate PSHE provision in the Lower School;
- ensure effective integration with pastoral and EYFS/primary provision;
- support staff development.

## **Teachers**

Teachers will:

- deliver PSHE in accordance with the curriculum;
- create safe learning environments;
- maintain appropriate professional boundaries;
- respond appropriately to questions and disclosures;
- report safeguarding concerns immediately;
- adapt teaching for pupils' needs.

## **Pupils**

Pupils are expected to:

- participate respectfully;
- listen to others;
- respect confidentiality within appropriate boundaries;
- use appropriate language;
- follow classroom expectations;
- seek help when needed.

## **Boarding Provision**

PSHE education is reinforced through the boarding environment.

Boarding staff will support pupils to develop:

- independence;
- healthy routines;
- respectful relationships;
- personal responsibility;
- emotional wellbeing;
- safe online behaviour;
- appropriate boundaries;
- help-seeking skills.

Boarding staff will follow the school's safeguarding and pastoral procedures when concerns arise.

Information arising from boarding provision which may affect PSHE, wellbeing or safeguarding will be communicated through the appropriate pastoral and safeguarding channels.

## **Assessment**

PSHE assessment will focus primarily on pupils' knowledge, understanding and ability to apply learning.

Teachers may assess:

- knowledge and understanding;
- vocabulary;
- communication;
- decision-making;
- problem-solving;
- ability to recognise risk;

- ability to identify sources of help;
- application of learning to scenarios;
- reflection and personal development.

Pupils will not be assessed on their personal experiences, beliefs or private circumstances.

Assessment may include:

- quizzes;
- written work;
- discussion;
- scenarios;
- self-assessment;
- reflection;
- retrieval activities;
- teacher assessment.

### **Monitoring and Evaluation**

The school will monitor PSHE provision through:

- curriculum planning reviews;
- lesson observations;
- work scrutiny where appropriate;
- pupil voice;
- staff feedback;
- parent feedback;
- assessment information;
- safeguarding and pastoral trends;
- attendance and behaviour information;
- review of external providers;
- curriculum audits.

Particular attention will be given to whether the curriculum:

- meets statutory requirements;
- is appropriately sequenced;
- is accessible to all pupils;
- reflects current safeguarding risks;
- supports pupil wellbeing;
- prepares pupils for later life;
- is delivered effectively;
- responds to emerging needs.

The school will use evidence from its own context to adapt the curriculum.

### **Contextual Safeguarding**

PSHE will respond, where appropriate, to safeguarding risks identified within the school community and wider local context.

These may include:

- bullying;
- cyberbullying;
- harmful sexual behaviour;
- sexual harassment;
- exploitation;
- grooming;
- online harms;
- substance misuse;
- county lines or other forms of criminal exploitation;
- domestic abuse;
- teenage relationship abuse;
- misogyny and harmful gender stereotypes;
- discrimination and hate incidents;
- emerging digital risks.

Any adaptation to the curriculum will remain age-appropriate and consistent with statutory requirements.

### **Political and Ideological Impartiality**

The school will ensure that PSHE teaching does not promote partisan political views.

Where political or controversial issues arise, teaching will be age-appropriate, factual and consistent with the School's safeguarding, equality and legal responsibilities. Staff will help pupils to consider relevant perspectives and develop critical thinking.

Where opposing views are presented, they will be introduced fairly and with appropriate balance. This does not require the School to present harmful, discriminatory or factually inaccurate views as equally valid.

### **Records and Information Sharing**

PSHE curriculum records will be maintained in accordance with school procedures.

Safeguarding information arising through PSHE will be recorded and shared in accordance with the Child Protection and Safeguarding Policy and applicable data protection requirements.

Data protection principles do not prevent staff from sharing information where necessary to safeguard a child.

### **Curriculum Review**

The PSHE curriculum will be reviewed annually and sooner where:

- legislation changes;
- statutory guidance changes;
- safeguarding risks change;
- pupil needs change;
- curriculum evaluation identifies a gap;

- significant incidents indicate a need for curriculum adaptation;
- national guidance changes;
- the school's inspection or quality assurance process identifies an area for development.

The 2026 PSHE Association Programme of Study will be used as a reference point for curriculum development, alongside statutory DfE guidance. The Programme of Study integrates the revised 2026 RSHE requirements with broader Economic Wellbeing and Careers Education.

## Appendix 1 – Year 1 to Year 8 PSHE Curriculum

### Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE Statutory RSHE Economic Wellbeing & Careers Economic Wellbeing & Careers  
 School Plus course available - see [Appendix 2](#)

|        | Autumn 1                                      | Autumn 2                           | Spring 1                               | Spring 2                                               | Summer 1                           | Summer 2                                        |
|--------|-----------------------------------------------|------------------------------------|----------------------------------------|--------------------------------------------------------|------------------------------------|-------------------------------------------------|
| Year 1 | Making friends: playing and learning together | Mental health and wellbeing        | Celebrating me, you and our families   | Safety at home                                         | Being healthy                      | Showing kindness to ourselves and others        |
| Year 2 | Mental health and wellbeing                   | Keeping safe online                | Me, my body and staying safe           | Money and work                                         | Safety outside the home            | Looking back and moving on                      |
| Year 3 | Me, my friends and belonging                  | Mental health and wellbeing        | Building healthy habits                | Making choices online                                  | Keeping safe out and about         | Looking out for each other                      |
| Year 4 | Mental health and wellbeing                   | Exploring ways to manage risk      | Forming respectful relationships       | Money matters and news literacy                        | Me, my body and growing up         | Families and growing together                   |
| Year 5 | Friendships, stereotypes and bullying         | Mental health and wellbeing        | Positively engaging with our world     | Respecting boundaries                                  | Safe connections online            | Embedding healthy habits and learning first aid |
| Year 6 | Mental health and wellbeing                   | Managing money and online spending | Changes in puberty (and sex education) | Drug education: assessing risk and managing influences | Developing our understanding of AI | Looking to the future                           |

PSHE education Curriculum Model | Last updated 25th June 2026 | © PSHE Association 2026

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### Secondary PSHE education | Long-term overview

Statutory RSHE Statutory RSHE Economic Wellbeing & Careers Economic Wellbeing & Careers  
 School Plus course available - see [Appendix 2](#)

|         | Autumn 1                                            | Autumn 2                          | Spring 1                                        | Spring 2                             | Summer 1                                | Summer 2                |
|---------|-----------------------------------------------------|-----------------------------------|-------------------------------------------------|--------------------------------------|-----------------------------------------|-------------------------|
| Year 7  | Emotional wellbeing: managing change and transition | Friendship and bullying           | Families and changing relationships             | Puberty and keeping safe             | Influences on relationships             | Financial decisions     |
| Year 8  | Health and wellbeing                                | Personal safety and managing risk | Belonging and community                         | The online world                     | Healthy and unhealthy relationships     | Managing money          |
| Year 9  | Mental health and wellbeing                         | Careers and future choices        | Drug education                                  | Managing risk in relation to the law | Intimate sexual relationships           | Navigating online harms |
| Year 10 | Independence, health choices and wellbeing          | Navigating the online world       | Friendship, diversity and challenging extremism | Managing influence                   | Exploring consent and recognising abuse | Study, work and careers |
| Year 11 | Life-long wellbeing                                 | Drugs and personal safety         | Safe relationships and sexual health            | Families, fertility and pregnancy    | Managing and maintaining health         |                         |

PSHE education Curriculum Model | Last updated 25th June 2026 | © PSHE Association 2026

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## **Appendix 2 – PSHE Curriculum Framework**

The school's detailed curriculum map should demonstrate progression across the following areas:

| <b>Curriculum Area</b>     | <b>EYFS / KS1</b>            | <b>KS2</b>                        | <b>Years 7–8</b>                                                |
|----------------------------|------------------------------|-----------------------------------|-----------------------------------------------------------------|
| Families and relationships | Families, carers, friendship | Respect, conflict, changes        | Healthy relationships, abuse, coercion                          |
| Respect and equality       | Difference and kindness      | Diversity, prejudice, stereotypes | Equality, discrimination, harmful ideologies                    |
| Mental health              | Feelings, emotions           | Resilience, coping                | Mental health, stress, support                                  |
| Physical health            | Hygiene, healthy choices     | Puberty preparation, health       | Health, lifestyle, risk                                         |
| RSE                        | Bodies, boundaries           | Puberty, relationships            | Consent, sexual health, relationships                           |
| Safeguarding               | Trusted adults               | Unsafe situations, exploitation   | Abuse, grooming, exploitation, harmful behaviour                |
| Online safety              | Safe technology use          | Social media, cyberbullying       | Online relationships, pornography, scams, AI and emerging risks |
| Drugs and substances       | Basic safety                 | Medicines, smoking, alcohol       | Vaping, drugs, alcohol and risk                                 |
| Financial education        | Money and choices            | Saving, spending, budgeting       | Financial risk, debt, employment                                |
| Careers                    | Strengths and interests      | Aspirations and careers           | Pathways, employability and future planning                     |
| Citizenship                | Belonging and community      | Responsibility and service        | Rights, responsibilities and participation                      |

This table is a high-level framework only. The school's detailed PSHE curriculum map and schemes of work will specify the precise learning objectives and progression for each year group.

### **Appendix 3 – Principles for Teaching PSHE**

All PSHE teaching should be:

- **Safe** - Pupils understand expectations and know how to seek help.
- **Age-appropriate** - Content reflects pupils' developmental stage.
- **Developmentally appropriate** - Learning builds progressively on previous knowledge.
- **Inclusive** - All pupils are supported to access the curriculum.
- **Evidence-informed** - Content and teaching approaches reflect reliable guidance and evidence.
- **Factual** - Information is accurate and appropriately presented.
- **Participatory** - Pupils are encouraged to think, discuss, question and apply learning.
- **Safeguarding informed** - Teaching reflects the school's safeguarding responsibilities and contextual risks.
- **Respectful** - Different experiences, backgrounds and perspectives are treated with dignity.
- **Progressive** - Knowledge and skills develop systematically from EYFS to Year 8.