



Personal, Social, Health & Economic (PSHE) Policy

SCHOOL POLICY & PROCEDURE

Document Revised:	September 2025
Ratified By Trustees:	September 2025
Next Review Date:	July 2026

PSHE Policy

Contents

Aims

1. Statutory Requirements
2. Content and Delivery
3. Key Roles and Responsibilities
4. Monitoring Arrangements
5. Review

Appendix A - PSHE programme of study - Primary

Appendix B - PSHE programme of study - Secondary

PSHE Policy

Aims

Talbot House Children's Charity ("the Charity") believes that a strong Personal, Social, Health and Economic (PSHE) Education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our **Relationships, Sexual & Health Education (RSHE) Policies** and pastoral care programme.

Pupils within PSHE will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, and in particular, learning to respect the different cultural /ethnic / religious / gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.

PSHE Policy

1. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach, as follows:

- Within the Primary curriculum of the school:
 - We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in [statutory guidance](#).
 - We must teach health education under the same statutory guidance.
- Within the Secondary curriculum of the school:
 - We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
 - We must teach health education under the same statutory guidance.

2. Content and Delivery

As stated above, we are required to cover the content for Relationships, Sex & Health Education, as set out in the statutory guidance (linked to above). Please refer to our **Relationships, Sex & Health Education Policies** for details about what we teach, and how we decide on what to teach, in this subject. This can be found on the school website. For other aspects of PSHE, including health education, see the long-term plan for PSHE for Primary and Secondary that can be found on our website. Please find the PSHE programme of study curriculum for Primary within **Appendix A**, and for Secondary within **Appendix B**.

2.1 How we teach PSHE

PSHE is taught one lesson a week within all key stages across the school. A range of teaching and learning styles are used to teach PSHE. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

- ‘Icebreaker’ activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another’s views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
 - Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- All pupils are encouraged to take part in charity work and volunteering. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

PSHE Policy

- The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- Pupils' questions, unless inappropriate, are answered respectfully by teachers.

3. Key Roles and Responsibilities

- The Board of Trustees and the Governing Body has overall responsibility for the implementation of this policy.
- The Governing Body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.
- The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the **Complaints Policy**.
- The Head Teacher and Deputy Head Teacher is responsible for the day-to-day implementation and management of this policy.
- The PSHE teaching staff alongside the Deputy Head are responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE Education that achieves the aims laid out in this policy.
- The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and / or class discussions.

4. Monitoring Arrangements

The delivery of PSHE is monitored by the Deputy Head Teacher / SENDco through:

- Curriculum reviews
- Learning walks
- Pupil voice
- Book Scrutiny

5. Review

This policy will be reviewed by the Head Teacher on an annual basis. Any changes to this policy will be communicated to all staff and other interested parties.

PSHE Policy

Appendix A - PSHE programme of study – Primary (Key Stage 1 & 2)

The PSHE programme of study will cover the following topics:

Families and People who Care for me

Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up.
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded.
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

PSHE Policy

Respectful Relationships

Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve and support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority.
- About different types of bullying including cyberbullying, the impacts of bullying, responsibilities of bystanders, primarily reporting bullying to an adult and, how to get help.
- What a stereotype is, and how these can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online, including when anonymous.
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others, including online contexts.
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe.

PSHE Policy

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other forms of contact.
- How to respond safely and appropriately to adults they encounter, in all contexts, including online whom they do not know.
- How to recognise and report feeling bad or unsafe around an adult.
- How to ask for advice or help for themselves or others, and to persist until heard.
- How to report concerns or abuse, and the vocabulary needed to do so.
- Where to get advice, e.g. family, school, other sources.

Mental Wellbeing

Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health.
- That there is a normal range of emotions e.g. happiness, sadness, anger, fear, nervousness, surprise, and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support.
- That bullying, including cyberbullying has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support including recognising the triggers for seeking support, including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions, including issues arising online.
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits.

PSHE Policy

- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, etc. are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, recognising that information including that from search engines is ranked, selected and targeted.
- Where and how to report concerns and get support concerning issues online.

Physical Health and Fitness

Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle.
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with leading an inactive lifestyle including obesity.
- How and when to seek support, such as which adults to speak to in school if they have health concerns.

Healthy Eating

Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, such as obesity and tooth decay and other behaviours such as the impact of alcohol on diet or health.

Drugs, Alcohol and Tobacco

Pupils will be taught the following:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

PSHE Policy

Health and Prevention

Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts concerning the menstrual cycle.

Economic wellbeing and being a responsible citizen

Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules.
- That everyone has individual needs and responsibilities to meet them such as being able to take turns, share, and understand the need to return things that have been borrowed.
- That they belong to various groups and communities such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources.

PSHE Policy

- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices.
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people.
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutation (FGM).
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment.
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.
- To consider the lives of people living in other places, and people with different values and customs.
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- About enterprise and the skills that make someone 'enterprising'.
- To explore and critique how the media present information.

PSHE Policy

Appendix B - PSHE programme of study – Secondary (Key Stage 3 & 4)

The PSHE programme of study will cover the following topics:

Families

Pupils will be taught the following:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness, and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabitating or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples, and why it must be entered freely.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents regarding raising children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friends, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, such as reporting concerns about others, if needed.

Respectful Relationships, including Friendships

Pupils will be taught the following:

- The characteristics of positive and healthy friendships in all contexts, including online, including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This also includes different, non-sexual types of relationships.
- Practical steps that can be taken in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. normalising non-consensual behaviour or encouraging prejudice.
- That in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response, including people in positions of authority and be tolerant of other people's beliefs.
- About different types of bullying, including cyberbullying, the impacts of bullying, responsibilities of bystanders, primarily reporting bullying to an adult, and how to get help.

PSHE Policy

- That some types of behaviour within relationships are criminal, such as violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are unacceptable.
- The legal rights and responsibilities relating to equality, particular with reference to the Equality Act 2010 and its protected characteristics, and that everyone is unique and equal.

Online and Media

Pupils will be taught the following:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide others with material that they would not want shared further and not to share material that others send to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, which can negatively alter how people see themselves in relation to others and negatively affect behaviour towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being Safe

Pupils will be taught the following:

- The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn in all contexts, including online.

Intimate and sexual relationships, including sexual health

Pupils will be taught the following:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

PSHE Policy

- That all aspects of health can be either positively or negatively affected by choices made concerning sex and relationships, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.

Economic Wellbeing and Being a Responsible Citizen

Pupils will be taught the following:

- To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices.
- The knowledge and skills needed for setting realistic and challenging personal targets and goals, including the transition between key stages.
- The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.
- About the potential tensions between human rights, British law and cultural and religious expectations and practices.
- About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored.
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination.
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills.
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability.
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work.
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks.
- About different work roles and career pathways, including developing their own early aspirations.

PSHE Policy

- About the labour market, including the diversity of local and national employment opportunities, learning options, skills, occupations, and progression routes and about self-employment.
- Which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process.
- The benefits of being ambitious and enterprising in all aspects of life.
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit.
- About attitudes and values in relation to work and enterprise, including terms such as 'customer service' and 'protecting corporate or brand image'.
- About different types of business, how they are organized and financed.
- To assess and manage risk in relation to financial decisions that young people might make.
- About gambling, including online, and its consequences, why people might choose to gamble and how the gambling industry encourages this.
- To explore social and moral dilemmas about the use of money, including how the choices pupils make as consumers affect other people's economies and environments.
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace.
- To think critically about extremism and intolerance in whatever forms they take, including the concept of 'shame' and 'honour based' violence.
- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.
- About harassment and how to manage this including, in the workplace.
- How their strengths, interests, skills, and qualities are changing and how these relate to future employability.
- About the information, advice, and guidance available to them and how to access it.
- To further develop study and employability skills, including time management, self-organisation and presentation, project planning, team-working, networking, and managing online presence.
- About the range of opportunities available to them for career progression, including in education, training, and employment.
- About changing patterns of employment, local, national, European, and global.
- To take full advantage of any opportunities for work experience that are available.

PSHE Policy

- About rights and responsibilities at work, including their roles as workers, and the roles and responsibilities of employers and unions.
- About confidentiality in the workplace, when it should be kept and when it might need to be broken.
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.
- To recognise and manage the influences on their financial decisions, including managing risk, planning for expenditure, understanding debt and gambling in all its forms.
- To be a critical consumer of goods and services, including financial services, and recognise the wider impact of their purchasing choices.
- Their consumer rights and how to seek redress.