CANBURY SCHOOL

PERSONAL, SOCIAL, HEALTH, AND ECONOMIC EDUCATION (PSHE) POLICY

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Policy Owner:	**W Rush**
Approved by:	**Elyse Waite**
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1. Aims

Personal, social, health, and economic education (referred to as 'PSHE') aims to help our students develop the knowledge, skills and attributes they will need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

These aims are consistent with, and so reinforce, the ethos and general aims of the School and the protected characteristics named under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).

PSHE forms a valuable part of the pastoral system which does not merely support the academic curriculum but has its own educational purpose.

PSHE teaching covers themes which are consistent with guidance from the PSHE Association in line with the DfE review of PSHE in July 2018. The Programme of Study for Key Stages 3, 4 and 5 are based on three 'core themes' within which there is broad overlap and flexibility:

1. Health and Wellbeing;
2. Relationships;
3. Living in the Wider World.

All schools must promote **Fundamental British Values** (Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and beliefs) as part of their spiritual, moral, social, and cultural (SMSC) development, which is significantly delivered through PSHE.

2. Statutory requirements

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

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 also teach health education under the same statutory guidance.

The school has completed a comprehensive audit of its active curriculum maps to secure complete alignment with the updated statutory Relationships and Sex Education (RSE) and Health Education guidance. In absolute compliance with Independent School Standard 2A, all updated modules, parent consultation workflows, and revised age-appropriate themes are fully operationalized and ready for active implementation for the academic year commencing September 2026.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. For other aspects of PSHE, including health education, see the curriculum map in appendix 1 for more details about what we teach in each year.

Spiritual, Moral, Social and Cultural (SMSC) Development: PSHE is the primary vehicle for its delivery, however at Canbury the students in Years 7 & 8 receive a 1 hour lesson of SMSC per week.

Parental Right to Request Exemption (Right to Withdraw): In strict accordance with statutory DfE guidance and Independent School Standard 2A, parents have the right to request that their child be wholly or partly excused from the sex education components delivered within secondary Relationships and Sex Education (RSE). Parents cannot withdraw or excuse their children from the statutory elements of Relationships Education or Health Education. Any request for withdrawal from sex education must be submitted in writing to the Headteacher, who will facilitate a formal discussion with the family to outline the educational context, explore alternative arrangements, and ensure appropriate pastoral care is maintained for the student during those discrete sessions.

3.2 How we teach it

Years 7, 8, 9, 10, 11 & 12 receive 1 hour of PSHE lessons per week delivered by teaching staff. Years 7 and 8 also receive an additional 1 hour of Wellbeing lessons a week. Students will also receive PSHE content via assemblies, whole-school events such as drop-down days or tutor time.

The PSHE scheme of work is one that introduces topics to the students at the appropriate time and that is a spiral/progressive system that allows, in as much as is possible, for specific concepts to be revisited and existing knowledge and understanding built upon. The scheme of work is modular, with many modules being visited in more than one of the years 7-12;

Lessons are delivered following Canbury's own developed PSHE curriculum, based on guidance from the PSHE association & Life lessons, to enable consistent updates of the curriculum where topics are constantly evolving.

Many topics in PSHE lend themselves to cross-curricular teaching, serving to introduce or reinforce aspects of the curriculum. Some aspects of health and sex education will be taught by the biology department and followed up in PSHE lessons. Geography, Business, History, ICT and English lessons may also cover PSHE topics such as environmental issues, world conflict and its effect on individuals, politics, refugees, consumers, racism, the media, online safety etc.

Outside speakers may also deliver specific elements of the PSHE curriculum.

Due to the nature of the content of PSHE there will be topics that may be controversial or lead to difficult questions from students, those staff delivering the content must ensure that they do not let their personal beliefs and attitudes influence their teaching.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum due to their personal beliefs and attitudes by speaking to the Assistant Head (Pastoral).

Participating in the School Council, which is open to all students, is an opportunity to see 'government' in action and provide opportunities for preparing and presenting an argument.

The above is not exhaustive or exclusive, and all opportunities will be taken to promote personal growth and good citizenship in students.

4. Roles and responsibilities

4.1 The governing board

The governing board will hold the Assistant Head (Pastoral) to account for the implementation of this policy.

4.2 The headteacher

The Headteacher holds overall executive accountability for the strategic implementation, resourcing, and consistent delivery of the PSHE and RSHE curriculum across the school. The Headteacher delegates operational management, curriculum mapping, and quality assurance monitoring to the Assistant Head (Pastoral) / DSL.

4.3 The Assistant Head (Pastoral) / PSHE Lead

The Assistant Head (Pastoral) is responsible for:

- Ensuring that the PSHE and RSE schemes of work are implemented consistently across all Key Stages.
- Verifying that all teaching staff designated to deliver PSHE modules are appropriately qualified, trained, and pastorally supported.
- Conducting regular curriculum audits, learning walks, and student voice evaluations to ensure content remains current and legally compliant.

4.4 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students

The following members of staff deliver PSHE and Wellbeing lessons:
Year 7 PSHE - Mr Fayers
Year 8 PSHE - Mr Fayers
Year 9 PSHE - Mr McGregor
Year 10 PSHE - Mr McGregor
Year 11 PSHE – Mr McGregor

Year 12 PSHE - Mr Hussain
Year 7 and Year 8 Wellbeing – Miss Chorazyczewska

This staff list is subject to change and there is a commitment to ongoing professional development, particularly for RSHE, mental health and online safety to keep staff knowledge current.

4.5 Students

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

5. Equal Opportunities and Special Educational Needs

The teaching of PSHE at Canbury operates within the guidelines of the whole school Equal Opportunities Policy and with due regard to the Equality Act 2010 protected characteristics.

The delivery of PSHE and RSHE at Canbury School actively rejects a "one size fits all" methodology, recognizing that students with Special Educational Needs and Disabilities (SEND) experience heightened, disproportionate vulnerabilities to online harm, peer-on-peer exploitation, and bullying. In line with Keeping Children Safe in Education parameters, preventative education is dynamically tailored and contextualised to accommodate the specific cognitive, communication, and social-emotional profiles of individual learners. The PSHE Lead and classroom teachers collaborate directly with the SENCO to design proactive interventions, utilising specialised communication methods, adaptive resource materials, and scaffolded discussion structures to ensure that critical safety, consent, and wellbeing concepts are fully accessible and thoroughly understood by every student.

If necessary, it is possible to provide support in PSHE and/or RSE lessons for individual students to enable participation and to make sure that the material was understood to the best of the student's ability. Very occasionally, it may be felt to be beneficial for some topics to be taught individually to students with a high level of additional needs.

6. Marking, Recording, Assessment and Reporting to Parents

The teacher will ensure that each student completes a satisfactory amount of work during lessons. If this falls short, then usual consequences will apply at the discretion of the teacher (e.g. staying in at break or lunchtime to complete work or classwork given as homework). However, there is no formal assessment of PSHE. Parents have the opportunity to receive feedback from the PSHE teacher at parent's evenings.

PSHE is not an examinable subject at any time in Key Stage 3, 4 or 5.

No formal homework is set, although students may be asked to do some research or finish class-work from time to time.

Informal assessment is used to **monitor student learning, progress, and understanding** of concepts and skills, such as through class discussion, low-stakes quizzes, and reflective activities, to inform future teaching.

7. Monitoring arrangements

The delivery of PSHE is monitored by Mr Will Rush – Assistant Head (Pastoral) - through:

- Learning walks

- book scrutiny
- meetings with teaching staff
- school council/student voice.

This policy will be reviewed by Mr Will Rush annually. At every review, the policy will be approved by the governing board and Headteacher.

8. Linked policies

- RSHE
- Online Safety
- SMSC

Appendix 1: PSHE and RSE Overview

PSHE/RSE September 2025 curriculum overview