SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

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

Policy owner:	Deputy Head Pastoral
Approved:	Executive Head
Date of last review:	September 2026
Next review:	September 2027

1. Rationale

Through their PSHE lessons pupils develop the knowledge, skills and attributes to keep themselves healthy and safe, and prepare for life and work in modern Britain.

The school recognises the 2026 DFE statutory guidance for PSHE and RSHE (Relationships, Sex and Health Education) and this is reflected in this policy.

2. Aims

In conjunction with the curriculum policy and through the effective planning, delivery, sequencing and monitoring, we aim to:

- develop self-esteem, self-knowledge, self-confidence and make the most of their abilities, aspirations and goals;
- develop positive relationships valuing the differences and similarities between people;
- develop a healthy, safe lifestyle with the ability to manage risk;
- distinguish between right and wrong and respect the law;
- make a positive contribution to the environment, school and wider community;
- understand some basic principles of finance;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

3. Teaching and Learning

3.1. Lessons are delivered by pupils' tutors.

3.2. We use a variety of teaching and learning styles and combine these with enquiry-based research activities. We encourage the children to ask as well as answer PSHE questions, ensuring that the investigating, learning, exploring, developing and evaluating, promote

skills and understanding enabling them to apply issues raised to today's world.

3.3. Pupils will have the opportunity to be engaged in a variety of activities as individuals, in groups and as a whole class.

3.4. Teaching will build upon and extend prior learning to ensure all children are progressing.

3.5. Lessons are developmental and objective based to encourage enquiry, interest and progression.

3.6. We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the boy. We achieve this by:

- differentiated work throughout the year group; and
- setting tasks which are open-ended and can have a variety of responses.

3.7. We will create a safe and supportive learning environment by explaining clear 'ground rules' for pupils' participation in PSHE sessions. Pupils will be taught in tutor groups which will foster respect, trust and build on collaboration and developing relationships.

3.8. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from the Designated Safeguarding Lead and where necessary outside agencies in line with our Safeguarding and Child Protection Policy.

4. Provision

The amount of time each week dedicated to PSHE teaching and learning is as follows:

Reception	1 lesson
Year 1	1 lesson
Year 2	1 lesson
Year 3	1 period
Year 4	1 period
Year 5	1 period
Year 6	1 period
Year 7	1 period
Year 8	1 period

5. Planning

We have created a bespoke framework for the teaching of PSHE which gives structure and coherence to the curriculum. Topics are carefully planned throughout the year in order to ensure breadth and balance of delivery. Learning will be organised into a series of recurring themes which pupils experience every year. At each encounter, the level of demand increases and is progressively deepened.

5.1. Younger Years PSHE Curriculum

Year	Autumn	Spring	Summer
Reception **Year 1** **Year 2**	**WE'RE ALL EQUAL (Respect & Co-operation)** ● Being a member of our community ● Individual rights (liberty) and responsibilities (the rule of law) ● How to resolve conflicts – Beau Badger's Wheel of Choices ● Getting to know each other ● Working together - growth mindset ● Mutual respect and tolerance ● Developing and expressing personal views and values ● Respecting equality and being a productive member of the community **BE FRIENDLY, BE WISE (Helpfulness, Friendliness & Kindness)** ● Making and sustaining friendships ● Participating, cooperating and resolving conflicts ● Respecting self and others and behaving responsibly - Beau Badger's Wheel of Choice ● Moral codes and models of moral virtue ● Recognising right and wrong and applying it ● Anti-bullying- cyber bullying & E-Safety ● Keeping safe at home and at school	**LIVING LONG, LIVING STRONG (Courage, Respect, Caring & Cleanliness)** ● Understanding what is meant by a healthy lifestyle ● Growing & caring for ourselves ● Valuing difference & keeping safe ● Managing and maintaining risks to physical and emotional health and ● Wellbeing ● NSPCC PANTS rule (good and bad touching) ● Knowing how to respond in an emergency ● Goal-setting and motivation – Growth mindset **DARING TO BE DIFFERENT (Honesty, Self-Discipline)** ● Identity and self esteem ● Difference and diversity- families are all different ● Knowing about different groups and communities ● Peer influence and assertiveness ● Developing and expressing personal views and values ● Individual liberty ● Mutual respect and tolerance ● Keeping physically and emotionally safe ● Recognising a healthy relationship	**UNDERSTANDING MY FEELINGS (Fairness, Kindness, Honesty)** ● Comfortable and uncomfortable feelings ● Recognising and managing emotions within a range of relationships ● Anti-bullying- cyber bullying & e-safety ● Knowing where to go and who to turn to for help and support ● First Aid training **JOINING IN AND JOINING UP (Gratitude, Kindness, Courage, Determination)** ● Needs and responsibilities ● Participation and local democracy ● Voluntary groups and fund-raising activities ● Preparing for transition – Growth mindset

5.2. We plan the coverage in PSHE so that children build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

5.3. Year 3-8 PSHE Curriculum

Year	Autumn	Spring	Summer
3-8	● Positive Friendships ● Values ● Respecting Ourselves and others ● Rights and Responsibilities ● Keeping Safe ● Personal safety- fire and travel safety ● Safe Relationships ● Remembrance ● Anti-Bullying Week - One Kind Word ● Diversity and Discrimination	● Growing and Changing (grief and loss) ● Careers ● Families and different types of families. ● Social Influences ● Keeping Safe Online - Safer Internet Day ● Current Affairs ● Money Matters (Yr 7& 8 Financial exploitation, scams, fraud, extortion and sextortion) ● Healthy Lifestyles ● Physical Health and Mental Wellbeing	● Belonging to a Community ● Caring for Others ● Emotional Wellbeing ● Personal Identity ● Images in the Media ● AI Literacy and Deep Fakes (Yr 7 &8) ● Knife crime/Conflict resolution/Misogyny (Yr8 Post CE programme)

5.4. We plan the coverage in PSHE so that children build upon prior learning. Lessons are structured so sequenced learning can take place. Pupils of all abilities have the opportunity to develop their skills and knowledge and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

5.5. All curriculum frameworks, lesson plans, slides, and digital materials used within the PSHE and RSHE curriculum are fully accessible to parents and carers upon request. The school does not use materials from external vendors that restrict parental review due to copyright claim clauses.

5.6. As with other subjects, curriculum planning is in place:

- Long-term: the scheme of work (SoW) for PSHE (overview)
- Medium-term: weekly plans with learning objectives

These SoW are also available in the staff common area in the subject folder. Where possible, teachers link learning with work in other subject areas. HOY assemblies also link to PSHE topics and themes.

5.7. The long-term plans SoW covers the broad PSHE skills/areas of knowledge that are covered for each year group.

5.8. Our medium-term (half-termly) plans give further detail of each area of PSHE being covered per half-term, listing specific learning objectives. These are reviewed regularly by the Head of PSHE and his colleagues teaching PSHE to ensure that children have good coverage of the PSHE curriculum and that adequate provision and progression is being made by the pupils.

5.9. Planning is reviewed regularly. The aim of this is to provide guidance for future planning

so ensuring progression in children's learning and more general curriculum reflection.

5.10. All planning is kept centrally in the subject folder for that subject.

5.11. The Head of PSHE formally assesses and signs off on all internal and external learning resources. This step ensures that complex topics are presented in an unbiased, factual, and strictly age-appropriate manner, preventing exposure to content too mature for the pupils' developmental stages.

5.12. Parents **do not** have the right to withdraw their children from Relationships Education (Reception to Year 6) or Health Education.

5.13. Parents **do** have the right to request that their child be withdrawn from specific age-inappropriate elements of Sex Education taught within Key Stage 3 (Years 7 and 8).

6. Assessment and Recording

6.1. Teachers continually assess the boys' work by making informal judgements during lessons. We assess the boys' work in PSHE through questioning, while observing their discussions and contributions during lessons. Verbal feedback is given to the child to help guide his progress.

6.2. Lessons are planned in conjunction with learning objectives, learning intentions and success criteria.

7. Contribution of PSHE to teaching in other curriculum areas

7.1. PSHE has the potential to contribute widely across the curriculum. With this in mind, every effort is made to ensure cross curricular links are planned accordingly.

7.2. Lesson observation forms, for all curriculum areas, require evidence of Social Moral Spiritual and Cultural (SMSC) learning as well as confirmation that lessons have not undermined any fundamental British values. Background information for lesson observations require teachers to outline the focus of SMSC and fundamental British values.

8. RSHE

RSHE is delivered by tutors during their PSHE sessions. The RSHE policy covers the delivery of RSHE in the school.

Further details can be found in our RSHE policy. The school recognises the new RSHE curriculum that came into effect from September 2026 and covers many elements of the curriculum.

9. Learning Enrichment: (including SEND, EAL and incorporating Higher Learning Potential and More Able, Gifted and Talented)

9.1. We teach PSHE to all children, regardless of ability. It is part of the School Curriculum Policy to provide a broad and balanced education to all, including supporting and extending children according to their individual needs.

9.2. In PSHE lessons the needs of any children highlighted as having special educational needs

and disabilities are supported.

9.3. Every effort is made to ensure that the needs of children recognised as having a 'higher learning potential' or being 'more able, gifted and talented' are met, in accordance with the guidelines set out in the Higher Learning Potential and More Able Gifted and Talented Policy. These needs are often met through discussions developing pupils' higher order thinking skills.

10. Resources

10.1. Resources can be found electronically under 'Staff Common' in the shared G:drive.

10.2. The partnership that the school has formed with 'Tooled Up Education' has allowed specific resources to be requested by the school from Tooled Up.

11. Health and Safety

11.1. Health and safety is always considered in all teaching environments. Please refer to the SHS Trust Health & Safety and Risk Assessment Policy for more information.

12. Monitoring and Review

12.1. Monitoring of the standards of boys' learning and of the quality of teaching in PSHE, is the primary responsibility of the Head of PSHE. Other responsibilities include:

- providing the strategic lead and direction for the subject in the school;
- supporting colleagues in planning, teaching and assessing the subject;
- being informed about current developments in the subject;
- attending relevant courses for professional development within the subject;
- identifying and evaluating strengths and weaknesses in the subject and indicating areas of focus for inclusion into the School;
- the Development Plan;
- informal lesson observations of colleagues;
- conducting an annual review of the teaching and learning of PSHE across the school.