Personal, Social, Health and Economic Education Policy

The Old School Henstead

Reviewed by: D.Speakman September 2026	*Reviewed for compliance with the DfE RSHE statutory guidance (2025), the Independent School Standards and the ISI Inspection Framework (September 2025)*
Next review : September 2027	

PSHEE Policy including EYFS

Overview

When teaching any aspect of Personal, Social, Health and Economic Education (PSHEE), The Old School Henstead believes that the teaching, learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHEE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skills, attitudes and behaviours. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practise them through participating in role-play.
Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum. Examples of teaching and learning approaches in PSHEE are cross-curricular. Links to PSHEE can be accessed through other areas of the curriculum.

A typical example would be RE – learning about values and beliefs and considering issues of morality and existence.

Statutory Framework and Related Policies

This policy has been reviewed to reflect the Department for Education's statutory guidance on Relationships, Sex and Health Education (July 2025, statutory for all schools from 1 September 2026); the Independent School Standards set out in the Education (Independent School Standards) Regulations 2014, together with the DfE's non-statutory Independent School Standards guidance (2026); and the Independent Schools Inspectorate (ISI) Inspection Framework (September 2025), against which the school is inspected. It should be read alongside the school's Relationships and Sex Education (RSE) Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy, Online Safety Policy, Equality Policy and SMSC (Spiritual, Moral, Social and Cultural Development) Policy.

Promoting British Values

Democracy
Democracy is embedded within the life of the school. Pupils have the opportunity to have their opinions heard in the School Council meetings. Every class is given the opportunity to democratically elect two class representative, on a termly basis, to sit on The School Council. These meetings enable all pupils to make suggestions for improvements and developments that could be made to the school. A Suggestion Box facilitates the easy posting of suggestions from all children.

The Rule of Law

The importance of laws, whether those governed by the class, school, or country, are constantly reinforced at The Old School Henstead. Pupils are taught to treat others as they would wish to be treated and to always do their best. The children are taught the reasons and values behind the rules and laws: that they govern and protect us, the responsibility this involves and the consequences when they are broken.

Individual Liberty

At The Old School Henstead, children are actively encouraged to make choices, with a supportive and safe environment. As a school we educate and provide clear boundaries for the children to make safe choices, through the provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHEE lessons and systems of pastoral support.

Mutual Respect

Mutual respect is inherent within the school ethos. All children are encouraged to treat others as they would wish to be treated and children are taught that their behaviour has an effect on their own rights and those of others. Respect for other people includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to learn about and experience such diversity. Religious Education lessons and PSHEE reinforce messages of tolerance and respect for others and assemblies support this - accepting differences and demonstrating kindness. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within class and the school. The children are encouraged to discuss and examine values and beliefs and, through the appreciation of differences between individuals and wider communities, are given the opportunity to develop reflection and empathy. This aspect of the curriculum is reinforced through daily assemblies that follow a termly theme.

Meeting the Needs of All Pupils

All children are given access to the PSHEE curriculum regardless of ability, gender, racial, religious, or cultural background. Individual class teachers are responsible for differentiating work within the lesson. Marking, formal and informal, assessment, subjective and objective is active and participatory, thus helping pupils to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Opportunities need to be created within class for individuals and groups to be acknowledged, recognised, noticed, and praised. Pupils should learn how to reflect on their experiences, ask questions, make judgements, and where appropriate set personal targets.

PSHEE at The Old School Henstead aims to enable and empower pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the School and to show an awareness of the wider community. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of society.

In summary, the aims of teaching PSHEE are to enable pupils to:

- develop self-esteem, confidence, independence, and responsibility and make the most of their abilities.
- play an active role as a member of the School.
- develop a healthy lifestyle and keep themselves and others safe.
- develop effective and fulfilling relationships and learn to respect the differences between people.
- develop social skills such as sharing, taking turns, playing, helping others and resolving.
- develop their feelings, views, and needs and to show respect to others.
- understand the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Early Years Foundation Stage

PSHEE lessons in the Early Years Foundation Stage are delivered through Circle Time. All of the pupils have a chance to voice their opinions on an equal footing and children learn to listen to and respect the views of others. Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour. An emphasis is placed on active learning by including the children in discussions, investigations and role play activities. PSHEE forms an integrated, almost covert part of daily classroom activity for the Early Years Foundation pupils

Whole School

We encourage awareness of and involvement in charitable events and involve children in activities where they are given the chance to become active members of the School community, eg the planning of a School Assembly.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers whom we invite into the School.
Each class in the Upper School has a 35-minute weekly timetabled PSHEE lesson. We also address certain personal, social and health issues through our religious education and science lessons.

Curriculum planning also takes into account any issues relevant to a specific class or group of children e.g. playground issues. We recognise the importance dealing with these issues when the time arises and allow for flexibility within our planning in order to give time to address these issues.

Relationships, Sex and Health Education (RSHE)

PSHEE at The Old School Henstead encompasses Relationships, Sex and Health Education (RSHE), delivered in an age- and stage-appropriate way using staff professional judgement, in line with the DfE's 2025 statutory guidance. In addition to the topics already described, our curriculum covers:

- *online safety and the risks of the digital world, including deepfakes, AI-generated sexual imagery, pornography, online scams, fake social media accounts and online misogyny;*
- *healthy and respectful relationships, consent, and the law, including recognising sexual harassment, exploitation and abuse, and understanding that boys and girls can both be victims;*
- *mental health and emotional wellbeing, including that feeling low or worried is a normal part of life, alongside emotional regulation, coping strategies and building resilience;*
- *wider health and safety topics including vaping, gambling, financial education, bereavement and personal safety.*

The DfE guidance does not set fixed age limits for individual topics; teachers use professional judgement, informed by pupils' needs and stage of development, to decide when content is introduced.

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of Sex Education (but not from Relationships Education or Health Education). Requests should be made in writing to the Head, who will discuss the request with parents and, other than in exceptional circumstances, grant it. Parents may ask to see the materials used in RSHE lessons; the school will share a representative sample of these on request and does not enter into agreements with external providers that would prevent it from doing so.

Safeguarding

RSHE is an important safeguarding tool, helping pupils recognise when something is wrong and understand how to seek help. Planning and delivery are coordinated with the Designated Safeguarding Lead (DSL) and take account of Keeping Children Safe in Education. Any disclosure made by a pupil during a PSHEE/RSHE lesson will be responded to in line with the school's Safeguarding and Child Protection Policy.

Roles and Responsibilities

The proprietor/governing body has overall responsibility for ensuring this policy enables the school to meet the Independent School Standards, and for the leadership and governance of PSHEE/RSHE as evaluated under the ISI Inspection Framework. The Head has day-to-day responsibility for implementation; the PSHEE/RSHE Coordinator plans, resources and monitors the curriculum in consultation with the DSL, and reports to the Head and governors on its impact.

Pupils' Wellbeing

PSHEE/RSHE contributes directly to pupils' wellbeing as defined by section 10(2) of the Children Act 2004: physical and mental health and emotional wellbeing; protection from harm and neglect; education, training and recreation; the contribution made by pupils to society; and social and economic wellbeing. This mirrors the areas evaluated by ISI inspectors and underpins how the school demonstrates its impact against the Independent School Standards.

Monitoring, Evaluation and Review

This policy is monitored by the PSHEE/RSHE Coordinator and reviewed at least annually by the Head and governors, or sooner if there are changes to statutory guidance, the Independent School Standards or the ISI Inspection Framework. This policy was last reviewed in September 2026 and is due for review by September 2027.

PSHEE and Inclusion

We recognise that children have different knowledge and experience and we aim to provide suitable learning opportunities for all children.
We achieve this by:

- setting suitable learning challenges. This may involve leaving some tasks open-ended, grouping children by ability or in groups to encourage questioning and further discussion, using teaching assistants to support or extend the work/discussions work/discussions of specific groups.
- responding to pupils' diverse learning needs. When planning, we aim to consider the different experiences, interests and strengths of the children as we recognise that this will influence the way in which they learn.

PSHEE lessons can include discussion-based, practical activities. Creative activities such as posters and written work can all feature during lessons created during PSHEE lessons may be displayed.