



Independent School for Girls Aged 2 to 18
and Boys Aged 2 to 11

PSHE POLICY WHOLE SCHOOL

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Joanna Fox

Governor Committee Review: Education

Date of Last Review: September 2025

Review Cycle: Annual

Related Policies:

- *Relationship and Sex Education Policy*
- *Online Safety Policy*
- *Smoking, Vaping, Alcohol and Misuse of Drugs and Substances Policy*
- *Alcohol Intoxication Protocol*
- *Anti-Bullying Policy*
- *Behavior Policy*
- *Safeguarding and Child Protection Policy (including EYFS and Boarding)*
- *Collective Worship Policy*
- *Equal Opportunities Policy*
- *Healthy Eating Protocol*
- *Wellness Centre policies and protocols, including self-harm*
- *Visiting Speaker Policy*

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Since 1893



Aims

- The overarching aim at Harrogate Ladies' College is to provide a genuinely excellent, all-round education with a strong academic core for every child.
- This policy sets out the School's PSHE provision and the ethos that underpins the PSHE curriculum. It explains the methods of delivery and how the school meets national regulatory guidelines and expectations for the coverage of this area throughout the school.

Introduction

- College has approximately 300 pupils ranging in age from 11 to 18. They come from across the world and represent diverse cultures and socio-economic backgrounds. Highfield has approximately 200 girls and boys aged 5 to 11. Highfield Pre-School has approximately 50 girls and boys aged 2 to 4. All pupils are welcomed into the School community which celebrates its openness, tolerance and respect for all. In such a community PSHE plays a vital role in supporting every pupil's welfare and ability to be happy and successful at school and in their wider life. The PSHE programme is adapted to suit the differing needs of the pupils as they move through the school and teachers pay close attention to the individuals within their groups. The focus is on open, collaborative and supportive sessions where every pupil is encouraged to contribute and feel safe and welcome to speak, ask questions or assert opinions. Parents are made aware of subject material for the relevant year group and understand that they have a right to withdraw their child from some elements of PSHE, such as Relationships and Sex Education.

HLC Values

The core values of the school as articulated by the words of the school crest, Industria, Fide and Pietate:

- Hard work;
- Service;
- Trust;
- Loyalty;
- Tolerance;
- Inclusiveness;
- Honesty;
- Conscientiousness;
- Decency;
- Forgiveness;
- Compassion.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

A pupil leaving the Harrogate Ladies' College family of schools will have had opportunities to develop key skills for life which include:

- Self-management and the ability to take responsibility for one's actions
- Teamwork based on respect, listening and confidence
- Understanding of the wider world, including the identification of healthy relationships
- Managing emotions, self-care, and resilience strategies to flourish in the wider world
- Problem solving and critical thinking using creativity and analysis
- Numeracy, literacy, and ICT proficiency

Ethos

The school has a major role to play in the personal and social development of individuals: to help them mature and develop as individuals, and to be able to play a part in and contribute to society.

'Citizenship helps children to develop as members of school, local, regional, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As children grow and develop, citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature.' (Citizenship- a teacher's guide).

The aim of any PSHE course therefore, concerns itself with the development of these attitudes, skills, concepts and knowledge required for effective individual and interpersonal living.

"Personal and Social Education includes the teaching and informal activities which are planned to enhance the development of knowledge, understanding, attitudes and behaviour concerned with – oneself and others – social, institutions, structures and organisations – social and moral issues"

(Pastoral Care in Education – National Association for Pastoral Care in Education).

"Personal and Social Education is concerned with the qualities and attitudes, knowledge and understanding and abilities and skills in relation to oneself and others, to social responsibilities and morality. It helps children to be considerate and enterprising in the present, while it prepares them for informed and active involvement in family, social economic and civic life. It plays an important part in bringing relevance, breadth and balance to the curriculum". (PSE 5-16 HMSO)

Key attitudes developed should include a positive self-image, a positive image of others, co-operation, rationality and respect for evidence, open mindedness, tolerance, sense of justice, willingness to contribute and participate.



Staffing and Provision for PSHE in Highfield and College

- The School values are reinforced through the PSHE programmes and throughout the life of the School. In Highfield Pre-School, PSHE is taught through The PSED element of the Areas of Development.
- In Highfield Prep, class teachers teach their own classes PSHE and the commitment is one lesson each week as well as additional, frequent 'circle time' sessions as required. The taught session is used to discuss and explore themes and the circle time is used to address group and class needs as they arise (e.g. friendship related issues). Pupils also engage in off- timetable sessions appropriate to their age. For example, Reception aged children learn about the importance of hand washing, Prep 5 and 6 have sessions about 'growing up' (including menstruation and relationships and sex-education) and Prep 6 discuss transition to secondary school.
- In Highfield Prep, the School values are taught through assembly themes which may change each year. Examples of the values covered include honesty, community, compassion, trust, peace, friendship and forgiveness.
- In College, the department is currently made up of a specialist team of teachers who are coordinated and primarily resourced by the Head of PSHE. The Head of PSHE liaises with the Heads of School when reviewing the curriculum. Resources are produced by the Head of PSHE or a member of the specialist team.
- In College, the weekly commitment is as follows:
 - Lower School: one 70-minute lesson;
 - Middle School: one 35-minute lesson;
 - Sixth Form: one 30-minute form lesson.

Tutor time activities, assemblies and chapel services also enhance the PSHE curriculum.

College Provision

- **Entitlement and Equality of Opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring our PSHE curriculum is diverse and we avoid using stereotype examples in our teaching. Our sensitive recognition of our pupils, their families and circumstances ensures our teaching takes into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision in a nurturing and safe environment. We expect our pupils to consider others' needs by respecting the diversity within our school community and beyond and we will use PSHE education as a way to address diversity issues and to ensure equality for all by ensuring pupils know and understand the importance of protected characteristics.



We recognise the right for all pupils to have access to PSHE education learning which meets their needs. SEND pupils receive access to PSHE through ensuring that learning materials are accessible and the level of challenge is appropriate for the individual. Teachers will monitor understanding carefully through questioning and small group discussions.

- **Teaching and Learning**

- **Creating a Safe Learning Environment**

Teachers will outline the upcoming topics with the class prior to teaching. This will allow pupils to be prepared and address any concerns with their teacher or other trusted adult. We will create a safe and supportive learning environment by establishing clear ground rules at the start of every lesson. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. This policy is informed by the school's safeguarding policy.

- **Confidentiality and Handling Disclosures**

We will set the following ground rules at the start of every lesson:

- Raise our hand before contributing
- Listen carefully to the teacher and members of the class
- Respect the views and opinions of others
- Don't talk about others outside of the classroom
- Don't share personal stories or experiences
- Speak to a trusted adult if you are worried about any of the issues raised
- Use the correct terminology, or ask the teacher if you are unsure

If a pupil makes a disclosure, teachers will follow the school's safeguarding procedures.

- **Principles and Methodology**

We will determine pupils' prior knowledge at the start of a new topic with a baseline assessment.

The programme will be taught through a wide range of teaching methods, including; mind mapping of ideas, drawing, analysing visual and physical examples, responding to case studies both written and orally, discussions and debating and outside speakers.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by emphasising that the majority of young people make positive, healthy lifestyle choices.



We will help pupils make connections between their learning and 'real life' behaviours by examining case studies and encouraging critical thinking. Our aim is always to inform and support our pupils, but not to alarm or concern them.

- **Answering Questions**

Pupils' questions will be responded to with consideration of prior learning and development stage. Teachers may wish to seek advice from the head of department or senior leadership team before responding to a question.

We will allow pupils to raise anonymous questions by providing a questions box with blank paper slips. Teachers will check the box at the end of each lesson and use these to inform future planning.

If a safeguarding issue is raised by an anonymous question, we will follow our safeguarding procedures and refer this to the relevant member of staff, usually the DSL.

- **Marking and Assessment**

We will assess the pupils' learning and progression through regularly reviewing their class work and monitoring understanding through discussions and group work.

We will evidence pupils' learning and progression by carrying out a baseline assessment before starting a new piece of learning. This might be a single lesson or a series of lessons constituting a module or topic. To gauge understanding, we will adapt our teaching and promote and maximise learning. Strategies include: building on the initial baseline assessments; structured questioning; mini plenaries between activities; and end of unit reflections and discussions, which take place at the beginning and end of every academic year.

- **Curriculum**

Our PSHE curriculum has been planned under three sections: Health and Wellbeing, Living in the Wider World and Relationships. Each year group will complete 2 units for each of these sections. Our curriculum is spiral; therefore, topics will be re-visited in greater depth as the child progresses through the school. Please see Appendix 2 for an overview of the topics covered in each year group.

The curriculum is based on the National Curriculum specifications for PSHE including the statutory requirements outlined in the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education. This guidance was reviewed in July 2025. To meet the DfE requirements for implementation, this policy has been updated to incorporate the documented guidance which contains information about what schools must do and sets out the



legal duties with which schools must comply, under the PSHE teaching umbrella by September 2026. Certain elements are covered by other areas of the HLC curriculum outside the PSHE department. Specific issues relating to Sex Education, Drug Education, Equality and Diversity, Bullying and Healthy Eating are addressed separately in the related policies.

Regular changes to the curriculum are informed by: pupil voice; *Keeping children Safe in Education (the most recent version)*; Growing up in North Yorkshire survey; and parents.

The curriculum is also enhanced through the work of the Boarding Houses, the Tutors, the Wellness Centre, the Chapel and weekly school Assemblies. The school celebrates and promotes calendar dates such as Anti-Bullying Week, Children's Mental Health Week, Schools' Diversity Week. These weeks form the theme for PSHE lessons, tutor time and Chapel services.

Where appropriate, PSHE lessons can be used for the delivery of lessons designed to promote Fundamental British Values, particularly those pertaining to tolerance and respect for different beliefs and identities, the rule of law and the understanding and upholding of democratic values (see *Promoting Fundamental British Values policy*). Lessons also comply with relevant requirements stated in the Equality Act 2010.

During PSHE lessons, pupils are given opportunities to explore, in age appropriate lessons, themes including, but not limited to: Black Lives Matter; unconscious bias; 'Everyone's Invited' sexual harassment; misogyny and violence against women and girls, to include the negative impact of pornography and strangulation; child-on-child abuse; and domestic abuse and the statutory elements of Relationships and Sex Education (RSE) (please refer to the RSE policy for full information).

The remaining specific elements are taught within the department. PSHE is considered a valuable element of the HLC curriculum and the Head of Department reviews its provision regularly. To meet the new guidance (implementation from September 2026), the School has introduced additional topics into the curriculum for this academic year (2025 – 2026):

- New safeguarding risks and the rapid technological developments to include AI deepfakes, toxic online influencing and subculture;
- personal safety: recognising risk and keeping safe around roads, railways and water, as well as in public spaces;
- inclusion of change, loss and grief within our mental health lessons;
- online financial harm and exploitation; and
- female health: endometriosis and PCOS, and pregnancy wellbeing.



To enhance the learning experience of our pupils, speakers are invited into College. Outside speakers are risk assessed and supervised by the class teacher at all times in accordance with our Visiting Speaker Policy.



Highfield Pre-School and Highfield Provision

The National Curriculum states that there are four main objectives for the teaching of primary PSHE. These apply to Key Stage One and Key Stage Two and aim to enable children:

- To develop confidence and responsibility and make the most of their abilities
- To prepare to play an active role as citizens
- To develop a healthy, safe lifestyle
- To develop good relationships and respect the differences between people

At Highfield and Highfield Pre-School we work closely with parents to create a secure, supportive yet challenging environment in which our children can thrive. We aim to enable our pupils to:

- Prepare for the academic challenges that lie ahead so that they are properly equipped to thrive in the next stage of their education and have started to become independent learners;
- Realise their potential academically, creatively and in sport;
- Develop moral values, an awareness of what it means to be a good citizen and respect for others;
- Experience a diversity of academic, cultural and sporting opportunities so that they can discover and develop their own interests and talents;
- Grow as individuals through developing self-confidence, self-reliance, an openness to new ideas and the ability to take initiative;
- Enjoy being part of a happy, functioning community and contributing to the life of the school.

Ethos

In line with the school-wide ethos, we encourage our pupils to play a positive role in contributing to the life of the school and to the wider community.

The main outcomes of personal, social and health education and citizenship are to enable the children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being



Teaching and learning

At Highfield, in the EYFS the staff in Foundation, Transition and Reception use a range of different styles to deliver age-appropriate activities to our youngest children. Using the PSED areas of development children's emotional and social needs are addressed in circle time activities including all children. The ages and stages of development are used as objectives for these activities.

At Highfield, in Key Stage One and Key Stage Two, we use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. The PSHE curriculum is delivered using the Twinkl Life PSHE Scheme of Work, which is based on the PSHE Association requirements. Lessons are delivered in a variety of ways, using whole class teaching and group activities, alongside independent work.

Skills and awareness are developed progressively throughout the Key Stages, enabling the children to relate to the issues raised in an engaging, age appropriate way.

We also encourage the children to take part in a range of practical activities that promote active citizenship, such as fundraising activities for school and charities. Springboard in Harrogate, Bombo in Uganda, Candlelighters and other local charities have benefitted from our school families' generosity. We offer the children the opportunity to hear visiting speakers, such as health workers, the Fire brigade and the local police, as an example. Furthermore, at the beginning of each school year we enable pupils to discuss and set agreed classroom rules for behaviour.

A basis for the work covered is taken from a range of resources which endeavour to prepare young people to deal effectively with the changes they will experience during adolescence and for the challenges they will face as adults in our complex society. The programme is designed to help young people to lead lives and make decisions that are personally satisfying and socially constructive. Its aims can be sub-divided as follows:

- To develop confidence and responsibility and encourage pupils to make the most of their abilities;
- To prepare pupils to play an active role as citizens;
- To develop a healthy, safe lifestyle;
- To develop good relationships and respect the differences between people.

There are five key skills which will be promoted:

1. Thinking;
2. Empathising;
3. Decision making;
4. Communication;
5. Taking Action.





PSHCE curriculum planning and Organisation of Teaching

Early Years Foundation Stage (Highfield Prep and Highfield Pre-School)

Much of children's Personal, Social and Emotional development is taught continuously through talk and interaction in a broad range of activities/contexts; individually and in groups. We relate the PSED aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) across the curriculum.

The Twinkl Life PSHE scheme of work is divided into 6 units for each year group from Prep 1 to Prep 6 (See the grid).

Highfield Prep School adopts a regular weekly PSHCE class assembly. This session is linked to the assembly theme of the week. For example, New Starts, Belonging, Self- Esteem, Humility, Service, Respect and Thankfulness. It may sometimes link to the Unit of Study from the PSHE scheme of work.

This session also provides an opportunity to discuss any other issues that a class may want to talk about and to nurture the wellbeing of the children. In addition to this session, each week both Key Stage 1 and Key Stage 2 have a dedicated 35-minute lesson to follow the Twinkl Life PSHE scheme of work See Appendix 1 below.

PSHCE is evident in every aspect of school life. From Geography to History, from Science to English there are strands which weave their way through the curriculum. Whenever possible, we use a cross-curricular approach.

Many of the skills of PSHCE, relevant to a number of contexts need to be discussed and experienced if pupils are to transfer them to all situations. Throughout our PSHCE curriculum we also development the children's Spiritual, Moral, Social and Cultural development.

Spiritual, Moral, Social and Cultural Development

The programme gives children specific opportunities to explore the range of attitudes and values in society and to consider the kind of society they want to live in. We do this through the exploration and discussion of topical political, spiritual, moral, social and cultural issues. Through this we promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

Assessment feedback and recording



Within the EYFS at Highfield Pre-School and Highfield our youngest children are assessed against the Early Learning Goals at the end of the Reception year. Observations inform this assessment collated over the whole EYFS Learning Journey.

There are no statutory requirements for end of Key Stage 1 and 2 teacher assessment in PSHCE. However, teachers assess the children's work in PSHCE by making informal judgements as they observe them during PSHCE sessions and in a wide range of contexts e.g. at Playtime. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Progress is reported to parents during Parent Consultation Meetings and in the yearly reports.

Assessment in PSHCE should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Children should learn how to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Celebration assemblies are held though each term to recognise and reward academic thoughtful and caring behaviour which are linked to our PSHCE ethos. These pupils are rewarded with a Star Award; this may be for 'good manners or 'sharing'.

Monitoring and evaluation

The PSHCE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. This involves identifying the strengths in the subject and indicating areas for further improvement.

Teaching PSHCE to Children with Special Educational Needs

At Highfield and Highfield Pre-School and College, PSHCE is taught to all children, whatever their ability. PSHCE assists in providing a broad and balanced education to all children. Through our PSHCE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. When planning and teaching PSHCE we take into account the targets set for the children in their Individual Learning Plans (ILP).

Monitoring and Review of Policy

This policy will be reviewed at least annually by the author and the SLT lead. The Governors will also undertake an annual review of this policy.

Government guidance and statutory requirements are updated from time to time. Reviews and updates will take into account updated government guidance.

Version Control

Date of last review of this policy	September 2025
Date for next review of this policy	September 2026
Policy owner (SLT)	Joanna Fox
Policy owner (Proprietor)	Dame Francine Holroyd

Appendix 1 Twinkl Life PSHE Scheme of Work

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	<u>KS1 TEAM</u> (Relationships)	<u>KS1 Think Positive</u> (Health and Wellbeing)	<u>KS1 Diverse Britain</u> (Living in the Wider World)	<u>KS1 Be Yourself</u> (Relationships)	<u>KS1 It's My Body</u> (Health and Wellbeing)	<u>KS1 Aiming High</u> (Living in the Wider World)
<u>Year 2</u>	<u>KS1 VIPs</u> (Relationships)	<u>KS1 Safety First</u> (Health and Wellbeing)	<u>KS1 One World</u> (Living in the Wider World)	<u>KS1 Digital Wellbeing</u> (Relationships)	<u>KS1 Money Matters</u> (Living in the Wider World)	<u>KS1 Growing Up</u> (Health and Wellbeing)
<u>Year 3</u>	<u>LKS2 TEAM</u> (Relationships)	<u>LKS2 Think Positive</u> (Health and Wellbeing)	<u>LKS2 Diverse Britain</u> (Living in the Wider World)	<u>LKS2 Be Yourself</u> (Relationships)	<u>LKS2 It's My Body</u> (Living in the Wider World)	<u>LKS2 Aiming High</u> (Health and Wellbeing)
<u>Year 4</u>	<u>LKS2 VIPs</u> (Relationships)	<u>LKS2 Safety First</u> (Health and Wellbeing)	<u>LKS2 One World</u> (Living in the Wider World)	<u>LKS2 Digital Wellbeing</u> (Relationships)	<u>LKS2 Money Matters</u> (Living in the Wider World)	<u>LKS2 Growing Up</u> (Health and Wellbeing)
<u>Year 5</u>	<u>UKS2 TEAM</u> (Relationships)	<u>UKS2 Think Positive</u> (Health and Wellbeing)	<u>UKS2 Diverse Britain</u> (Living in the Wider World)	<u>UKS2 Be Yourself</u> (Relationships)	<u>UKS2 It's My Body</u> (Health and Wellbeing)	<u>UKS2 Aiming High</u> (Living in the Wider World)
<u>Year 6</u>	<u>UKS2 VIPs</u> (Relationships)	<u>UKS2 Safety First</u> (Health and Wellbeing)	<u>UKS2 One World</u> (Living in the Wider World)	<u>UKS2 Digital Wellbeing</u> (Living in the Wider World)	<u>UKS2 Money Matters</u> (Relationships)	<u>UKS2 Growing Up</u> (Living in the Wider world)



Appendix 2

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Upper 3	Transition and safety Transition to secondary school, mental wellbeing and personal safety in and outside school.	Developing skills and aspirations Online safety, gaming and social media, cyber bullying, online safety course, Police Talk	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Health and puberty Healthy routines, influences on health, puberty, unwanted contact	Diversity Diversity, prejudice, and bullying, community cohesion	Financial decision making Saving, borrowing, budgeting and making financial choices
Lower 4	Emotional and Physical Wellbeing Body image, health coping strategies, self-esteem and self-worth. Types of Abuse and seeking support.	Community and careers Aspiration and personal goal setting. Equality of opportunity in careers and life choices, and different types and patterns of work, workers' rights.	Discrimination Discrimination in all its forms, Protected characteristics Human rights and modern slavery, abuse re-cap	Intimate Health "The truth undressed" FGM Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use including vaping	Identity and relationships Healthy Relationships Gender identity, sexual orientation, consent, 'sexting', an introduction to contraception Understanding grief and loss.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Upper 4	Peer influence, substance use and gangs	Setting goals Learning strengths, career options and goal	Healthy relationships	Healthy lifestyle Build on previous term relationships	Respectful relationships	Financial decision making

This policy applies to all members of our school community, including boarders and those in our EYFS setting.



	Healthy and unhealthy friendships, assertiveness, substance misuse including vaping, and gang exploitation	setting aspart of the GCSE options process Police talk – gang crime	Healthy Relationships and sex education including consent, online relationships, sending nudes and attitudes to pornography.	Contraception, condom demonstration and the risk of STIs, including same sex couples	Families and parenting, conflict resolution, and relationship changes Belonging and community	Financial commitments and pressures The impact of advertising on financial choices
Lower 5	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change First Aid	Financial decision making and Gambling and gaming The impact of financial decisions, debt, gambling choices and consequences KS4 online safety course	Intimate Relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography. Contraception with samples/demonstrations	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism, forced marriage	Careers and Democracy Creating a CV, Finance – personal finance, risk, budgeting, earning and tax/NI The gender pay gap British Law and Democracy
Upper 5	Building for the Future Managing Stress, Self-Esteem and promoting emotional wellbeing. Coppa Feel – Breast Cancer awareness	Next Steps Application processes, skills for further education, employment and career progression Preparing for KS5 KS4 online safety course	Communication in relationships Personal Values, assertive communication (including in relation to contraception and sexual health) relationship challenges and abuse.	Independence Responsible choices and risk taking – safety in independent contexts Fertility and pregnancy choices	Feedback Lesson Study Leave	Study Leave
Lower 6	Wellbeing and Mental Health	Study Skills	Consent and relationships	Next Steps	Diversity and Inclusion	Alcohol and Drugs

PSHE Policy Whole School



	Transition to KS5 – managing time and study skills. Understanding how our wellbeing impacts our academic success and overall enjoyment of life.	Thriving in post 16 education How to manage workload and time, how to study independently Identifying personal strengths and attributes	Relationship abuse, consent, sharing sexual images Pornography and the use of AI, including the law	Recognise career opportunities in the global economy Using Unifrog to prepare for UCAS applications Digital resilience	Protected chrematistics in the workplace and beyond Bullying and harassment	The impact of substance abuse, including personal, community and globally. Health, social and environmental impacts.
Upper 6	VESPA - Vision – Effort – Systems – Practice – Attitude Empowering pupils to take control of their learning UCAS Applications	Making Healthy Choices How food choices affect our health and wellbeing Using reliable online sources Healthy work life balance Exercise beyond school	Safety in Relationships Managing personal safety, articulating relationship values, managing the end of relationships Relationships in the workplace and professional boundaries	Sexual Health Fertility and conception, sexual health, STIs, contraception methods, where to obtain contraception, how to access local services.	Study Leave	Study Leave
Special Lessons	British Values form presentation	Anti-Bullying Week Focus example: Banter vs Bullying	Children's Mental Health Week Focus example: Healthy Coping strategies to manage emotions and negative feelings, signpost support		Mental Health Awareness week Focus example: How our diet links to our mental health Exams Week	Schools' Diversity Week Trips week L6 Activity Week – sessions on Finance, Applications and Cooking for yourself

This policy applies to all members of our school community, including boarders and those in our EYFS setting.