



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

September 2026

1. Policy Statement

Applies to:

- The whole school along with all activities provided by the School, including those outside of the normal school hours
- All staff (teaching and non-teaching), governors and volunteers working in the school

Related documents:

- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equal opportunity policy
- Special educational needs and disability policy
- ICT and online safety policy

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website, and at school offices from where, on request, a copy may be obtained.

Monitoring and Review:

This policy will be subject to ongoing monitoring, refinement and audit by the School's Senior Leadership Team and PSHEE co-ordinators.

2. Introduction

The School places a strong emphasis on fostering respect for all individuals, particularly in relation to the protected characteristics outlined in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, sex orientation). We strive to create an inclusive environment where diversity is celebrated, and every student is treated with dignity and fairness. Promoting understanding and respect for, and the celebration of, differences is at the heart of our educational values, through our character compass programme, PSHEE curriculum and pastoral care. This approach underpins the School's ethos and aims.

Personal, Social, Health and Economic Education (PSHEE) contributes to the school curriculum by helping to give pupils the knowledge, skills and understanding they need to achieve the highest levels of character development. We recognise that the personal and social development of children underpins the whole of the education process. PSHEE is not just a body of knowledge to be learnt but is a principle running

through the school that should enhance the self-esteem, identity and potential of each pupil.

Through our teaching we actively promote the protection of young people and foster co-operation and understanding. The School is a safe, calm and caring environment where everyone is treated equally and their values, opinions and suggestions will always be encouraged and taken into consideration. This includes the whole school community of teaching and support staff, parents and pupils.

The philosophy underpinning PSHEE places great emphasis on the development of self-esteem. It enhances academic performance and increases the likelihood of success. People with high self-esteem are more likely to be assertive, independent and creative, behave co-operatively and take responsibility for their own actions, have self-discipline and self-respect. Due to the nature of PSHEE, this policy should be read in conjunction with the following policies - Teaching and Learning Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy, Equal opportunity policy, Special education needs and disability policy and ICT and Online Safety policy.

3. The rationale

The School recognises that the personal and social development of pupils is a major aim of education. Far from being on the fringes, PSHEE is a central part of the School's approach to facilitating the highest levels of character development in our pupils. As young people develop, they begin to encounter more and more people from all walks of life. It therefore pays to be furnished with a global view of a world that is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities seek young people who are more 'rounded', and workplaces increasingly advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.'

The School promotes a balanced and broad curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

The School embraces this as the foundation of its approach to PSHEE.

With this in mind, the PSHEE programme aims to instil an understanding in all of the pupils that academic success is not sufficient on its own for success. PSHEE is essentially concerned with the education of the whole person rather than with the knowledge that person needs.

As part of our Behaviour Management Policy, the School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment. This may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, radicalisation, new technology, substance misuse, personal relationships and personal safety.

4. Aims

The aim of PSHEE is to help young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- offer our pupils the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- encourage the development of personal skills that enable young people to function successfully as members of society
- promote and encourage the teaching and learning of fundamental British values.

This policy reflects the statutory guidance for Relationships Education as set out by the Department for Education (DfE), including updates effective from September 2026. The school ensures all teaching is age-appropriate, evidence-informed, and delivered in line with safeguarding duties.

5. Objectives

To enable young people to:

- develop personal autonomy by encouraging self-awareness, self-esteem, self-confidence whilst encouraging positive thinking
- be self-reliant and self-motivated
- be self-disciplined and accept personal responsibility and the consequences of their own actions
- acquire a sense of social and moral responsibility
- accept their individual feelings and emotions and those of other people
- explore alternative ways of resolving conflict without resorting to force
- think critically and explore different strategies for problem solving
- make decisions and understand the effects of those decisions
- make choices within a moral context
- communicate clearly and express opinions confidently
- listen to and respect the values and opinions of others
- explore their own values and attitudes and be aware of how they arrived at them and how they impact on others
- co-operate with others to create an atmosphere of respect and tolerance
- exercise choice and manage their personal learning, work and leisure
- set themselves achievable and challenging goals
- take risks and make mistakes within a safe environment
- adopt a healthy lifestyle
- understand society and its political, economic and legal structures

- be aware of world issues and the role of the individual
- keep themselves safe
- be aware of the risks of radicalisation and extremism.

6. Teaching and learning

PSHEE will be delivered as appropriate within the school week. There are also some aspects of PSHEE that can be identified by teachers across curriculum areas in individual subject areas and this holistic approach will ensure that our pupils receive a rich and varied delivery of this aspect of the curriculum. Pupils are taught, in an age-appropriate way, about personal boundaries, privacy, and consent, including understanding the difference between appropriate and inappropriate contact, and how to seek help.

Much of the teaching and learning achieved in PSHEE is experiential and active. It involves group activities that are motivating and stimulating. The PSHE curriculum is sequenced progressively, ensuring that knowledge and skills are revisited and built upon year-on-year in increasing depth and complexity. They lead pupils to explore and make their own discoveries whilst developing a range of skills. The majority of work completed in PSHEE is oral but other approaches are used, as appropriate. Lessons include a wide range of strategies and activities relevant to the age of pupils such as: experience sharing - story telling - voting - discussion - DVDs/video clips - warmups - individual, paired and group work - brainstorming - interviewing - role play - quizzes - games - questionnaires - worksheets - visiting speakers - circle time - drawing.

We fully acknowledge the importance of equipping pupils with a sound understanding of risk and the skills to make safe, informed and we integrate this throughout the PSHE curriculum. This is particularly emphasised in the "Living in the Wider World" strand of the curriculum, where pupils engage with units that explore topics such as personal safety, online behaviour, financial literacy, and broader societal issues. These lessons are designed to provide pupils with the knowledge and practical skills necessary to navigate safely the complexities of the modern world, ensuring they are well-prepared to make responsible and informed choices in their lives. In relation to online safety, the curriculum includes explicit teaching on digital literacy, including how online content is created and shared, the influence of algorithms and social media, recognising misinformation, and managing online relationships safely.

7. Character development

The School's character development programme plays a pivotal role in supporting the ethos and aims of the school by fostering a strong foundation in core virtues. The embedded virtues of community, integrity, resilience, courage, leadership, and empathy are integrated into daily school life, guiding pupils from their first years through to Sixth Form. By instilling these virtues early and consistently, the programme encourages pupils to engage with the wider community, build personal integrity, and face challenges with resilience and courage. These virtues not only complement the school's academic focus but also help shape well-rounded individuals ready to take on the demands of modern life with strong personal values.

The consistency and integration of the character development programme across all ages ensures that pupils grow in both academic and personal spheres. From EYFS to

Sixth Form, each pupil is nurtured and supported in developing these virtues, helping them to achieve the highest standards of individual progress and character development. This holistic approach encourages pupils to excel academically while becoming leaders who act with integrity, demonstrate empathy towards others, and contribute meaningfully to society. Ultimately, the school's emphasis on character development empowers pupils to lead successful, fulfilling lives, aligning perfectly with its commitment to preparing pupils not just for their next steps in education and employment but also to contribute positively to their local and wider communities.

8. Sex and relationships education

Sex and relationships education is delivered by staff and, where appropriate, by specialists brought in externally. All external providers are vetted to ensure their content is appropriate, accurate, and aligned with the school's safeguarding policies. The biological aspects of sex education are included in the science curriculums.

The School believes in providing each pupil with open, honest, accurate and age-appropriate lessons about all relationships. Through the School's ethos, values and character development programme, the School aims to develop our pupils' knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely, happily and confidently in the modern world.

As always, we value the partnership between school and home and promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our pupils.

Our Relationships Education curriculum is inclusive and seeks to meet the needs of all children, including those with special educational needs and/or disabilities. We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum. The curriculum reflects a diverse society and includes teaching about different types of families, ensuring all pupils feel represented and respected.

Further information can be found in our Relationships and Sex Education (RSE) Policy.

9. Cross-curricular links

PSHEE permeates the whole curriculum and allows many opportunities for developing links with the core and foundation subjects throughout the School. There are particularly strong links with the science curriculum as well as English, geography, history and art.

10. Equal opportunities

All activities are planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background. Support and differentiation is provided in lessons where appropriate to ensure that all pupils have the opportunity to access the curriculum and make progress.

11. Assessment, recording and reporting

Assessment in PSHEE is recognised as being different than in many other subjects. Emphasis is placed on self- assessment, review of group work, class discussion and written work that can rarely be marked in a conventional context. Assessment focuses on pupils' understanding, ability to apply knowledge, and development of key skills. This is monitored through discussion, pupil voice, and teacher assessment

However, staff in the Senior School should use class discussions, and where appropriate, written tasks to monitor understanding, learning and areas for development. There is no formal homework or requirement to give levels or grades for individual pieces of work. In the Junior School, the use of floor books rather than exercise books allows for collaborative work and progress to be evidenced regularly, whilst teachers monitor their pupils individually through professional judgement alongside more formative assessment techniques.

12. Monitoring

Monitoring will be carried out by SLT and the PSHEE co-ordinators, as appropriate.

13. School Council

Junior School student council representatives are elected by their peers at the start of each academic year, and representative of each year in Years 3 to 6 along with the Junior School senior pupil team. Where appropriate, tasks and initiatives may be discussed with pupils in Nursery to Year 2. The Council is run by Junior School staff, who provide regular updates to a Co-Head of the Junior School who then feeds back where appropriate to SLT.

Senior School Student Council comprises of students who are self-nominated, where there are too many nominations. They are elected by their peers. The Council is run by senior pupils who then discuss items raised by the School Council with the Senior School management team.

14. Support for Learning provision

The nature of the topic allows for a broad range of media for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE is not currently examined or assessed, there is no call for specific support for less able pupils or setting, though it remains incumbent upon the session leader to ensure that all pupils are as involved as possible in the discussions and activities taking place.

Members of staff are aware of any home situation or social difficulty that could make some subjects more sensitive than others. The School's pastoral communications inform staff of any current personal/school issues that need to be considered during PSHEE sessions.

15. Curriculum enrichment

The School provides positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and co-curricular programme, and their participation in these opportunities is prevalent.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans in order to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the School, local and wider communities.

A variety of field trips and excursions including activities and bonding weekends are scheduled and outside speakers present to pupils on a variety of topics, during assemblies and at other arranged times.

Assemblies are used across the school to highlight areas of PSHEE. They are led by members of staff and pupils and are used as a vehicle to promote relevant aspects of the PSHEE curriculum. External speakers are invited to speak to pupils during assemblies to allow pupils the opportunity to experience a wide variety of topics and viewpoints.

16. Mental health and wellbeing

Health and wellbeing is one of the three strands that run through the Junior and Senior School's PSHEE curriculums, with many units focusing on and reinforcing a developing understanding in our pupils of how to manage and promote their own physical, mental and emotional health and wellbeing. In school, pupils from Year 3 to 13 use the online wellbeing platform Smoothwall Pulse. Pupils check in each week and answer five questions related to their wellbeing. The data is used to measure the wellbeing of the pupils. Pupils can use the platform to ask for immediate help and support from staff or the school counselling team. Data from the weekly reports generated from Smoothwall Pulse based on their responses to questions also informs assembly themes and tutor times as well as the PSHEE curriculum.

Pupils are explicitly taught how to recognise early signs of mental ill-health in themselves and others, and how to access appropriate support both within school and externally.

Junior School PSHE SoW overview

Note: bold denotes opportunities to build in discussions about developing character through discussion.

<u>NSB Junior PSHE SoW overview</u>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us? Empathy	Who is special to us? Community	What helps us stay healthy?	What can we do with money? Resilience	Who helps to keep us safe? Community / Integrity	How can we look after each other and the world? Leadership
Year 2	What makes a good friend? Empathy	What is bullying? Leadership, Community, Integrity	What jobs do people do? Community	What helps us to stay safe? Integrity	What helps us grow and stay healthy?	How do we recognise our feelings? Courage
Year 3	How can we be a good friend? Community, Empathy	What keeps us safe?	What are families like? Community, Empathy	What makes a community? Community	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have? Leadership, Resilience	How do we treat each other with respect? Empathy, Community	How can we manage our feelings? Empathy	How will we grow and change?	How can our choices make a difference to others? Community	How can we manage risk in different places? Resilience / Leadership
Year 5	What makes up a person's identity? Empathy, Community	What decisions can people make with money? Resilience	How can we help in an accident or emergency? Leadership, Resilience	How can friends communicate safely? Integrity	How can drugs common to everyday life affect health? empathy	What jobs would we like? Community
Year 6	How can we keep healthy as we grow?		How can the media influence people? Integrity, Resilience, Empathy		What will change as we become more independent? How do friendships change as we grow? Resilience, Leadership, Community	

Colour guide (Topic themes):

Blue: Relationships

Grey: Health and wellbeing

White: Living in the wider world

Senior School PSHE Long term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition and safety (H&W) Transition to secondary school and organisation skills Personal safety in and outside school, including first aid	Diversity (RSE) Diversity, prejudice, and bullying.	Digital literacy (LWW) Online safety, digital literacy, media reliability sexting, and gambling hooks	Digital literacy (LWW) Online safety, digital literacy, media reliability sexting, and gambling hooks	Healthy lifestyle (H&W) Diet, exercise, lifestyle balance and healthy choices and routines, influences on health, puberty and unwanted contact.	Healthy lifestyle (H&W) Diet, exercise, lifestyle balance and healthy choices and routines, influences on health, puberty and unwanted contact.
Year 8	Discrimination, Identity and relationships (RSE) Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Gender identity, sexual orientation, body image, consent, pornography, sexting.	Discrimination, Identity and relationships (RSE) Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Gender identity, sexual orientation, body image, consent, pornography, sexting.	Drugs and alcohol (H&W) Alcohol and drug misuse and pressures relating to drug use	Drugs and alcohol (H&W) Alcohol and drug misuse and pressures relating to drug use	Developing skills and aspirations (LWW) Teamwork and enterprise skills, and raising aspirations	
Year 9	Emotional wellbeing (H&W) Mental health and emotional wellbeing, including body image, triggers, and coping strategies	Financial decision making (LWW) Saving, borrowing, budgeting and making financial choices. Includes information re gambling and its associated risks.	Respectful relationships (RSE) Families and parenting, healthy relationships, conflict resolution, managing emotions and relationship changes. Values in relationships, types of relationships, assertive communication, ACE scenarios, Including sexual harassment Incels and misandry. Intimate relationships (RSE) Relationships and sex education including consent, sexual harassment, contraception, the risks of STIs. *		The future & developing Learning Skills (LWW) Learning strengths, personality traits career options and goal setting as part of the GCSE options process.	This is kept intentionally empty in order that there is the flexibility to spend longer on topics throughout the year where year groups need or where an additional topic would

Senior School PSHE Long term Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						benefit from being taught to that year
Year 10	The following three areas are taught by NSB as a carousel. Political and Legal Systems (LWW) Including how laws are made, the difference between civil and criminal law. How politics functions, how individuals can inform it. Healthy relationships (RSE) The positives of relationships. Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media, FGM ‘sexting/sending nudes’ and pornography. Includes reference to link between community and happiness and support available for relationships* Drugs and Alcohol revision and gambling (H&W) Addiction, impact on self and others. Examining wider community. Ways to avoid and ways to moderate.					
	The following themes are addressed in bespoke sessions delivered by external agencies. Mental health (H&W) Mental health and ill health, Importance of community, stigma, safeguarding health, including during periods of transition or change managing stress. Exploring influence, substance use & gangs (H&W) Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. Including health risks and self-monitoring The influence and impact of drugs, gangs, role models and the media. (r) Addressing extremism and radicalisation Communities, belonging and challenging extremism					
Year 11	Building for the future (H&W) Target setting, Self-efficacy, stress management, and future opportunities	Next steps (LWW) Employability and online presence Application processes, and skills for further education, employment and career progression, rights and responsibilities within employment	Next steps (LWW) Employability and online presence Application processes, and skills for further education, employment and career progression, rights and responsibilities within employment	Independence (H&W) Responsible health, financial, choices, and safety in independent contexts. First Aid	Independence (H&W) Responsible health, financial, choices, and safety in independent contexts. First Aid	

Senior School PSHE Long term Overview						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	The following areas are delivered by external agencies Communication in relationships (RSE) Personal values, assertive communication (including in relation to contraception, unwanted attention and sexual health), abuse, cat fishing and support* Families (RSE) Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships					
	Who to speak to, Opportunities.	Keeping yourself and other safe alcohol, digitally, drugs, sex	Keeping yourself and others safe alcohol, digitally, drugs, sex	Navigating change Mental health, compromise, communication.	Employment and Further studies	Life of work How to get the most out of work experience and

POLICY CONTROL - PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Status & Review

Statutory policy or document	No
Publish on school website	Yes
Review frequency	Annually
Approval date	September 2026
Review date	September 2027

Version Control

Author	Creation / Revision Date	Version	Status
PHSE leads: Junior School (JCI) and Senior School (HM)	May 2026	1.0	Full policy review to ensure suitable for educational school. Introduction of version control
Executive Assistant (TA)	September 2026	2.0	Changed school name to The Newcastle School. Changed Head of Junior School to a Co-Head of the Junior School.