

Personal, social, health, careers and economic education (PSHCE) policy

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1. Aims

The overarching aim of personal, social, health, careers and economic (PSHCE) education in our school is to ensure the fulfilment of our mission statement:

To provide an exceptional learning experience for all, where potential is nurtured and responsible citizens created.

As a curriculum area, it is designed to help give pupils the skills, knowledge and understanding they need to lead confident, safe, healthy, independent lives and become informed, nurtured and responsible citizens.

At Beechwood School, this means all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities. In so doing, every pupil learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that will prepare them for adulthood.

At Beechwood School we aim to give our pupils opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions in a supportive, respectful atmosphere
- Make real choices and decisions about their own lifestyle
- Meet and talk to people
- Develop good personal relationships, demonstrating kindness
- Consider social and moral dilemmas
- Recognise the diverse world we live in
- Find information and advice
- Prepare for change
- Develop effective organisational skills
- Engender a positive, self-motivated attitude towards study

We do this because we believe in the fundamental value of these experiences. PSHCE is a fundamental part of our wider personal development agenda.

Personal Development Definition:

Personal safety - including relationships, sexual health (RSHE); awareness online safety;

“Responsible Citizens” - broader development including understanding of protected

Personal growth - Spiritual, moral, social and cultural development

Careers education, information, advice and guidance (CEIAG)

2. Statutory requirements

PSHCE is a non statutory subject; however, from 2020 we are required to teach key components

- 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 teach health education under the same statutory guidance
- This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

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 PSHCE, including health education, see the curriculum map on our website for more details about what we teach in each Key Stage.

During Key Stages 3 and 4 young people will follow the national curriculum programmes of study tailored to our students' needs and reflecting current concerns.

They will learn about Health and Wellbeing, Relationships, and Living in the Wider World.

The programme develops the key concepts of:

- Identity
- Resilience
- Managing Change
- Power (within social contexts such as peer-pressure)
- Rights, Responsibility and Consent
- Diversity and Equality
- Risk management
- Health (mental, physical and emotional) and Balanced lifestyles
- Relationships (including; friendships, romantic, familial)
- Career (including academic choices, enterprise and economic understanding)
- It further develops and rehearses:
 - Intrapersonal skills required for self-management
 - Interpersonal skills required for positive relationships
 - Enquiry skills

During Key Stages 3 and 4 personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.

They develop as questioning and informed consumers and learn to manage their money and finances effectively. This supports the additional work delivered through our careers department.

Personal well-being helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

Through active learning opportunities, pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make a positive contribution to their families, schools, and communicate their qualities, skills and attitude, they build knowledge, confidence and self-esteem and make the most of their abilities.

As part of the personal well-being work the programme covers personal safety. Within this, the programme covers the theme of relationships and abuse.

The following topics will be covered in this theme:

- Female Genital Mutilation
- Domestic Violence
- Child Exploitation
- Arranged Marriage
- Forced Marriage

All of these are taught sensitively and at a time when the students are ready to understand the concepts. We remain in line with all DfE guidelines on this.

Young people are vulnerable to these criminal activities. The programme will help young people understand their rights and know how to seek help if they believe that they or their friends are at risk.

3.2 How we teach it

PSHCE lessons take place once a week as part of the tutor time registration programme.

As well as discrete weekly lessons, PSHCE is embedded in every aspect of school life through a range of whole school activities including:

Weekly school assemblies tailored for each key stage, as well as a tutor programme for each Year group are interwoven with our character curriculum approach.

School Council, Sixth Form Safeguarders and Paired Readers

Fund-raising activities e.g. Christmas Jumper Day

Supporting our local food bank

School trips will also be organised to enhance the learning of PSHCE

The PSHCE education programmes will be taught through a range of teaching methods. Our PSHCE education programmes recognise that young people will bring prior learning and real-life experiences to their learning. Our programmes respect and build on these, providing a programme that reflects both the universal and individual needs of our students. We will ensure that sessions including those on risky behaviours, remain positive in tone by setting clear expectations and ground rules at the beginning of the year and reinforcing them before each of these topics.

Behaviour will also be managed according to the school's behaviour policy. We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery and liaising with both curriculum and pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit. Any activities run by departments will consider the PSHCE curriculum and skills.

As far as are appropriate, young people with special educational needs follow the same PSHE education programmes as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will consider the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full PSHCE education provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

The PSHCE education programmes are taught within safe and supportive learning environments, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives.

The PSHCE education programmes are just one part of what Beechwood School does to help young people develop the knowledge, skills, attitudes and understandings they need to fulfil their potential. The learning provided by the PSHCE education programmes support and are supported by other curriculum areas, cross-curricular learning opportunities, and our commitment to providing cultural and pastoral systems.

Beechwood School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, we encourage their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHCE education programmes offer a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as facilitator.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHCE education encourages young people to reflect on their learning and the progress they have made, and transfer what they have learned to say and do from one school subject to another and from school to their lives in the wider community.

4. Roles and responsibilities

4.1 The Governing Board

The Governing Board will approve the PSHCE policy, and hold the headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHCE is taught consistently across the school. This is overseen by an experienced senior member of staff.

4.3 Staff

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect, kindness and sensitivity.

5. Monitoring arrangements

The delivery of PSHCE is monitored by Alison McEvoy, Associate Senior Leader through:

- Monitoring the planning, teaching and learning of PSHCE education regularly.
- Planning will be monitored termly, and culture walks used to regularly monitor delivery.
- Giving feedback to teachers.

The schemes of work and policy will also be reviewed according to the review cycle.

6. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- Behaviour regulation policy
- Anti-bullying procedure
- Beechwood Curriculum Statement
- Personal Development Statement
- Character Curriculum approach