Slough and Eton Church of England Business and Enterprise College

Personal, Social, Health and Economic (PSHE) Policy

Owner:	Miss Deborah Lombard
Ratified by Governing Body:	
Date Ratified:	October 2026
Date Policy to be reviewed:	Autumn 2027

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1. Aims

Introduction

PSHE is central to the development and wellbeing of all young people. Our PSHE curriculum is embedded firmly within the whole school values. Our PSHE curriculum is rooted in our ethos and values of Our Christian **vision** I have come in order that you might have life – life in all its fullness (John 10:10) is underpinned by our mantra: Work Hard, Be Nice, No Excuses and the Christian Values of mutual respect, tolerance and understanding.

Through PSHE teaching, young people can prepare for life after school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically. This allows them to relish challenges and cope with complexity and uncertainty. Furthermore, PSHE can inspire students to take responsibility for their own learning, develop self-knowledge, and understanding. There is also a capacity for students to reflect and show self-discipline, confidence, capability, and compassion, and to gain real awareness of how they can make a difference in society.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school ethos. We focus on these values through the school's continued emphasis on the growth of Spiritual, Moral, Social, and Cultural (SMSC) development. SMSC is embedded into our Schemes of Work but is also re-enforced through many opportunities within the informal curriculum.

The aims of personal, social, health and economic (PSHE) education in our school are to help students:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

Aims and Objectives

The PSHE curriculum aims to make a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our students. (See Safeguarding (Child protection and Staff Behaviour) Policy) The PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- 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

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. Explain where you can find this policy here.

For other aspects of PSHE, including Health education, see the attached curriculum map/below for more details about what we teach in each Key Stage.

3.2 How we teach it

- PSHE is delivered once a week to all KS3, KS5 students. Year 10 and part of our Year 11 students have drop-down sessions
- Parts of the PSHE curriculum are folded into other parts of the curriculum, or covered as part of our wider school offer, such as in assemblies or Collective Worship, whole-school events or tutor time

- school trips offer opportunities linked to the SOW
- We have designated staff, including outside agencies who deliver parts of it
  - All students are included in lessons, regardless of ability or special educational needs and/or disability (SEND)
  - Controversial topics or difficult questions from students are dealt with in a sensitive manner, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching
  - Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them
- We follow the "How we teach @ S&E" model and use resources from credible organisations, including the PSHE Association
  - Safeguarding delivers key safeguarding knowledge at the start of the term or as requested or based on needs or incidences
- We will report progress to parents/carers, using the whole school platform, Pupil Progress and at Parents' evenings

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher and the PSHE lead, Miss Lombard to account for its implementation.

4.2 The Assistant Headteacher

The Assistant Headteacher, Miss Lombard is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

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

4.4 Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treating others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the Assistant Headteacher, Miss Lombard through:

Monitoring arrangements, such as book scrutiny, student voice, learning walks, etc.

This policy will be reviewed by the Governors and the Headteacher on an annual basis. At every review, the policy will be approved by the Governing board and the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RHE)
- Behaviour policy
- Spiritual, Moral, Social and Cultural Development of Students

Appendix 1

	Health & Wellbeing	Sex & Relationships	Living in the Wider World
Year 8 and 9	• Alcohol • Drugs & illegal substances	• Emotions & Empathy • Healthy relationships including consent and the law.	• Careers • Tolerance • Bullying • Smartphone use

Year 10	• Depression & Anxiety • Self-Harm • Alcohol & Drugs: understanding the law	• Sex & pornography and the implications for body image and healthy relationships. • Contraception • Consent	• Positive online experiences • Careers • Living in a Global society • PREVENT
Year 11	• Coping with stress • Drug awareness • Alcohol: mitigating risks • Body Image	• Healthy relationships • Contraception & STIs • Consent	• Positive online behaviour and digital footprints • Revision Techniques • Festivals & Holidays: staying safe
Year 12 & 13	• Self Esteem • Mental Health • Addiction • Coping with change/ transitions • Drugs & illegal substances • Cancer and personal checks	• Contraception, STIs, Consent and morals within a relationship • Coercive relationships • Sexual Health and wellbeing, Smear tests	• Gambling & economic safety • Student loans and credit cards • Financial management

RSE

Relationship and Sex Education (RSE) involve learning about emotional, social and physical aspects of growing up, relationships, sex, consent, human sexuality and sexual health in an age appropriate and sensitive way. RSE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives students essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

In light of the Government's latest guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'(2020), the Appendices at the end of this policy denote how PSHE and other elements of the Slough and Eton's ethos and curriculum support the latest recommendations provided.

At Slough and Eton, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of students and the ethos of our school. Students will be taught in mixed whole class groups, as well as single sex groups when appropriate. Smaller working groups that will promote discussion will also form part of this series of lessons.

The teachers responsible for teaching RSE are trained and competent in delivering appropriate lessons where they can manage the teaching process, set ground rules, and treat it as a proper subject, monitoring, assessing and evaluating what children learn. The children will be encouraged to have open conversations with reliable adults.

Students will learn about the significance of marriage and stable relationships, and how they function as key building blocks of community and society. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. We will show images of different types of families which reflect modern society with an emphasis on students learning that relationships should always be loving, equal, and safe.

Prior to the teaching of RSE, the parents and carers of each Year group will receive notification from the Assistant headteacher, leading PSHE, outlining the content of the teaching that is planned to take place. Parents and carers are strongly encouraged to endorse the positive benefits of allowing their child(ren) to attend the sessions but may also exercise their right to withdraw them from a 'sex education' session if necessary.

a.

b. Resources

A scheme of work for the exists in the shared drive; all PSHE staff have access to the drive and resources including lesson plans stored there. As noted earlier, lessons are under constant review to ensure teaching is flexible and can respond to the needs of individuals, a year group, the school or respond to events of national significance.

c. Monitoring Opportunities

1) Annual Planning and Policy making and review.

2) The Curriculum: The PSHE syllabus supports the delivery of SMSC. All subjects and all teachers can and do contribute to personal spiritual, moral, social, and cultural development both inside and outside of the classroom. However, certain subjects such RS, PSHE, English, MFL, History, Geography, PE and Biology and the STEM subjects by their subject matter have a particular contribution to make.

3) Collective Worship, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the school wishes to promote and develop. This may not be overtly Christian, but will have a theme of something of local, national or international interest. There will always be a moral message as well as a link to Fundamental British Values (see Collective Worship Plan).

4) The Pastoral system.

5) Get talking Monday provides students with Oracy tasks, focusing on Awareness events, local, national, international

6) Co-Curricular Activities: There are numerous and diverse co-curricular activities which make a major contribution to personal development.

7) Responsibility and Leadership

Appendix 2- Curriculum outline

Physical Health and Mental Wellbeing, Exam Management, Global Citizenship **(Years 7 & 8) Senior School (Years 9, 10, 11, 12 & 13)**	
Topic	**Outcomes**
Mental wellbeing	• **Students should know** • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. (Year 7 and 8 PSHE, Mindfulness, PSHE) • that happiness is linked to being connected to others. (Year 7 and 8 PSHE, Mindfulness, PSHE) • how to recognise the early signs of mental wellbeing concerns. (Year 7 and 8 PSHE,SS PSHE) • common types of mental ill health (e.g. anxiety and depression). (Year 7 and 8 PSHE, SS how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. (Year 7 and 8 PSHE, SS PSHE) • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. (Year 7 and 8 PSHE, PE Curric. SS PSHE)
Internet safety and harms	**Students should know** • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. (Year 7 and 8 PSHE), • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. (Year 7 and 8 PSHE, Anti- bullying Policy, PSHE)
Physical health and fitness	Students should know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. (Year 7 and 8 PSHE, SS PSHE) the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill- health. (Year 7 and 8 PSHE, SS PSHE, PE curriculum) about the science relating to blood, organ, and stem cell donation. (Not currently in SS PSHE programme).

Healthy eating	Students should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. (Year 7 and 8 PSHE, but no current coverage on cancer).
Drugs, alcohol, tobacco	Students should know • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks**,** including the link to serious mental health conditions. (Year 7 and 8 PSHE, SS PSHE) • the law relating to the supply and possession of illegal substances. (Year 7 and 8 PSHE, SS PSHE) • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. (Year 7 and 8 PSHE, SS PSHE) • the physical and psychological consequences of addiction, including alcohol dependency. (SS PSHE,) • awareness of the dangers of drugs which are prescribed but still present serious health risks. (SS PSHE) • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. (Year 7 and 8 PSHE, SS PSHE) • the facts about Vaping, including the primary design and purpose of vaping as a tool to reduce and quit smoking, the potential dangers including nicotine overdose and poisoning, the laws about supply and purchasing, and the current lack of research on long term effects.

Health and prevention	**Students should know** • about personal hygiene, germs, including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. (Year 7 and 8 PSHE, SS PSHE)
Basic first aid	**Students should know:** • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.

Changing adolescent body	**Students should know:** • key facts about puberty, the changing adolescent body and menstrual wellbeing. (Year 7 and 8 PSHE) • the main changes which take place in males and females, and the implications for emotional and physical health. (Year 7 and 8 PSHE)
Global citizenship	**Students should know:** • about the wider world around them, knowing that they are able to participate collectively in making change happen (further care of the environment). (Curric, Collective Worship SS PSHE). • about the different nationalities that comprise within (and beyond) the school community and that they should always remain inclusive and tolerant of each other, irrespective of background and nationality. PSHE Curric, Model United Nations, SS PSHE).
Exam management	**Students should know:** • effective strategies to help combat work and exam-based anxiety. (SS PSHE) • how to build a positive approach and mentality towards exam preparation and confidence. (SS PSHE) • effective strategies for planning and conducting revision (SS PSHE)

Appendix 2

Collective Worship-Themes to support PSHE-Personal Development

	W/B	Collective Worship	Led by
Autumn 1			
1	1st Sept	**Communication**	Headteacher: Mr. Collins
2	8th Sept	Rules and Community	Head of Year
3	15th Sept	Safeguarding Safety, Tolerance	Safeguarding Team
4	22nd Sept	Language and Diversity	Head of Year
5	29th Sept	Naming and Labelling	Chaplain
6	6th Oct	Careers Week	Assistant Headteacher: Miss F. Shallow
7	13th Oct	Forgotten Voices	Assistant Headteacher: Miss D. Lombard
8	20th Oct	Speaking up (Advocacy)	Students
Autumn 2			
9	3rd Nov	**Honesty**	Assistant Headteacher-Dr.P.Joshi
10	10th Nov	Anti-bullying Week	HOY and Health Champions
11	17th Nov	Chaplain/NAL/DLO	Chaplain - (online)
12	24th Nov	Anti-Racism and Racial Equality	Head of Year- (online)
13	1st Dec	Reconciliation	Deputy Headteacher- Mr. S. Thatcher (online)
14	8th Dec	Human Rights and Equality	Students- (online) - Wednesday 12th
15	15th Dec	Christmas House Assemblies	Head of House

Spring 1			
16	5th Jan	**Responsibility**	Headteacher: Mr. Collins
17	12th Jan	Student Presidents	Assistant Headteacher: Miss D. Lombard
18	19th Jan	Choices	Assistant Headteacher: Mrs. S. Hind
19	26th Jan	Responding to Injustice	Deputy Headteacher: Mr. M. Culkeen
21	2nd Feb	Careers Week	Assistant Headteacher: Miss F. Shallow
21	9th Feb	Fasting-Spiritual Cleansing	Students

Spring 2

22	23rd Feb	**Initiative**	Headteacher: Mr. Collins
23	3rd Mar	Equality-Gender	Head of Year
24	9th Mar	Collaboration	Deputy Headteacher: Mr. M. Culkeen
25	16th Mar	Student Presidents	Assistant Headteacher: Miss D. Lombard
26	23rd Mar	Leadership and vision	Students
27	30th Mar	Easter House Assemblies	Head of House
Summer 1			
28	21st Apr	**Success**	Headteacher: Mr. Collins
29	27th Apr	Shared Values	Head of Year
30	4th May	Internal and External Diversity	Students
31	11th May	Newly elected Student Presidents	Assistant Headteacher: Miss D. Lombard
32	18th May	Celebrating Unique Success Stories	Senior Deputy Headteacher-Mr. A Leane
Summer 2			
33	1st June	**Tolerance**	Deputy Headteacher- Mr. S. Thatcher
34	8th June	The Power of Words (Respect- Inclusion)	Students
35	15th June	Refugee Week	Senior Deputy Headteacher-Mr. A Leane
36	22nd June	Endings-HOY	Head of Year
37	29th June	Careers Week	Assistant Headteacher: Miss F. Shallow
38	6th July	Personal Safety Week.	Strategic Leader- Safeguarding-Mrs. C. Goodyear
39	13th July	End of Year House Assemblies	Head of House