



ASHVILLE

PSHE Policy

Senior School

Member of staff responsible:

Head of PSHE

Last reviewed: January 2026

Next review due: January 2027

The policy requires ELT approval

Location: Every/Parent Portal

Definition of Terms

College	Ashville College, Ashville Acorns Pre-Prep (including Reception), Prep School, Senior School and Sixth Form
DSL	Designated Safeguarding Lead
Head	Head of the College
PSHE	Personal, Social and Health Education
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
SMSC	Spiritual, Moral, Social and Cultural
Staff	Any member of the staff employed by the College in either a teaching or non-teaching role, members of the Governing Body and volunteers working within the College
Well-being	Well-being is a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community

Other policies to be read in conjunction with this policy:

- Careers Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Child Protection Policy
- Online Safety Policy

Implementation note: Schools must teach in line with the revised RSHE guidance from 1 September 2026; until then, the 2019 guidance remains in force. This policy therefore sets out the 2026-aligned approach and an implementation timetable for 2025/26

1. Introduction

- 1.1 The College is a caring community founded upon Christian values and, as such, the well-being of each of its members is a prime concern.
- 1.2 Personal, Social and Health Education (PSHE) provides a vital foundation for the personal development of young people in preparing them for adult life. PSHE is important in combating social exclusion and disaffection and can equip young people with the skills and attitudes needed to react positively to the pressures of modern life. PSHE encompasses and supports delivery of statutory RSHE, which the College teaches in line with the DfE guidance

(2019 updated in 2025 for introduction in 2026). Together, PSHE and RSHE support and guide our pupils' physical, moral and emotional well-being and development so that learning is enjoyable, safe and productive.

2. Rationale

- 2.1 Personal, social and health education and citizenship help to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active responsible citizens.
- 2.2 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own independent learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives as individuals and members of communities.
- 2.3 They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 2.4 PSHE in the Senior School should:
 - promote pupils' personal, social, emotional and economic development.
 - promote emotional well-being.
 - promote difference and acceptance.
 - allow pupils to learn about topics of a sensitive nature without fear of judgement, stigma or embarrassment.
 - work alongside the wider College community including the Pastoral Staff, Chaplain and the Medical Centre as well as external agencies, professionals and other mentors/advisors.
 - help to develop the qualities and attributes needed to thrive as individuals, family members and members of both the College community and wider society, including taking responsibility for their own behaviour and showing initiative.
 - provide the knowledge, understanding and skills needed to manage lives now and in the future.
 - allow all pupils to contribute and benefit from learning and discussions.
 - help pupils to support one another and themselves as they grow and learn.
 - help to foster and develop aspirations.

- be available to all pupils
- Embed statutory RSHE content across KS3 to KS4 (with appropriate revisiting in the Sixth Form) including: consent and respectful relationships; sexual health; online safety and digital literacy (including AI deepfakes, pornography, online misogyny and incel culture; scams and fraud); personal safety in public spaces; and mental health.
- ensure content is relevant, inclusive and age- and stage-appropriate, with schools using professional judgement rather than fixed age bans.

2.5 Support for Pupils' Spiritual, Moral, Social and Cultural Development

The PSHE programme supports SMSC development in the following ways:

- through well-being input pupils develop their self-knowledge, self-confidence and self-esteem.
- they learn about social and moral dilemmas as well as personal safety allowing them to distinguish right from wrong and to respect the rule of law.
- they consider aspects of citizenship and voting rights, family planning and financial responsibility giving them an understanding of the institutions and services in England which actively promote the fundamental British values of democracy, support for the democratic process, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- throughout the programme pupils learn an appreciation of and respect for their own and other cultures by discussing, for example, issues of disability, racism, sexism and homophobia, taking particular account of the protected characteristics set out in the 2010 Equality Act.
- by explicitly integrating inclusive teaching about different family forms and the law relating to biological sex and gender reassignment, while ensuring contested views are not presented as fact and that all pupils are treated with dignity and respect.

3. Aims

- 3.1 To encourage greater confidence and self-esteem as well as a positive self-identity, enabling pupils to enjoy and achieve in life.
- 3.2 To provide a programme of study for personal well-being which centres around health and well-being in all its forms – mental, physical, sexual and emotional – enabling pupils to make informed choices about their behaviours.
- 3.3 To explore challenging and complex issues, situations and dilemmas relating to personal safety, to enable pupils to practise the skills for dealing positively with such situations when they arise in real life. This now included explicit teaching on personal safety in public spaces (e.g., around roads, rail and water) and recognising risk.

- 3.4 To develop skills and attributes that are valued by employers, including the ability to form good relationships, and to give and receive praise as well as skills in negotiation and critical reflection, enabling pupils to identify and use strategies for setting and meeting personal targets and challenges, and for setting and achieving short- and long-term goals.
- 3.5 To help pupils develop the social skills needed to build and maintain a range of positive relationships, enabling them to work successfully and make positive contributions as individuals as well as members of groups and teams to their families, schools and communities.
- 3.6 To encourage pupils to question things and not take things at face value, hopefully enabling them to examine the validity of what they read or are told and to challenge it on the grounds of evidence or reasoned analysis.
- 3.7 Additional statutory RSHE aims for 2026 implementation:
- to identify sexual harassment and sexual violence (including stalking, upskirting, non-consensual image sharing, strangulation/suffocation risks) and know how to seek help.
 - to understand the harms of pornography and online misogyny, including toxic online influencers and the 'manosphere'
 - to differentiate normal feelings (e.g., low mood or worry) from mental illness; use evidence-based strategies for emotional regulation; and know how to access support, including in suicide prevention contexts with staff trained appropriately
 - to recognise online financial harms (e.g., gambling mechanics, microtransactions, scams) and protect their privacy and data (e.g., geolocation).

4. Organisation

- 4.1 Personal, Social and Health Education (PSHE) is delivered through a variety of media, with specific weekly lessons allocated to its formal delivery as well as input through some subject curriculum and specific events designed to enhance pupils' development in this area. Statutory RSHE content is mapped across the PSHE programme and other curriculum areas to ensure full coverage and coherent sequencing.
- 4.2 In Year 7 and 8, PSHE is a timetabled fortnightly lesson, and content is delivered by form tutors. Throughout the remainder of the year, the pupils will consider issues relevant to their age and stage, including bullying behaviour, relationships and e-safety issues. From 2025/26 these units will be expanded to include personal safety (roads/rail/water), online financial harms and strengthened digital wellbeing/critical thinking.
- 4.3 In Years 9 to 11, PSHE is delivered through a timetabled fortnightly 'well-being' lesson using Senior School staff who have a broader interest in the pastoral development of the pupils in these year groups. Teaching will include strengthened content on consent, sexual health,

harassment/violence (including the law), pornography harms, online misogyny/incel culture and deepfakes, in line with the 2026 requirements.

- 4.4 In Year 11, there is an additional focus on topics relating to careers and well-being at examination time. This includes coping with change, loss and grief; stress management; and signposting to support.
- 4.5 In the Sixth Form, pupils receive PSHE through a weekly speaker programme during the Autumn and Spring Terms as well as form tutor input through shorter, extended-registration periods throughout the year. The focus of these programmes is preparation for the world beyond school as well as supporting the pupils' studies throughout the Sixth Form. While the statutory RSHE guidance applies to KS1 to KS4, Ashville College will continue RSHE themes post 16 to revisit and consolidate learning on consent, sexual health, online safety and respectful relationships.
- 4.6 The Head of PSHE has the responsibility for organising the PSHE programme for Year 7 to Year 11. Tutors/class teachers are provided with materials, including teachers' notes, for these lessons and the Head of PSHE offer support to colleagues with lesson preparation or with team teaching in classes if necessary.

PSHE teachers have half-termly meetings for discussions on PSHE/well-being. Other formal meetings are included on Training Days and the pastoral team may organise additional meetings if required. Staff CPD will include RSHE-specific training on managing difficult questions, safe learning environments, and sensitive topics (e.g., suicide prevention, sexual harassment and online harms).

- 4.7 Additional input is provided within the PSHE/well-being context by visiting speakers and through support staff based in the College. This forms a larger part of the programme for older pupils, but it can also be included in the younger years.

In Years 7 to 9 there is curriculum input provided through subjects like Science, Home Economics and Games, covering a range of themes from sex education to nutrition and healthy lifestyles.

Careers input is designed in conjunction with our Director of Future Ready who is consulted on appropriate content to cover this aspect of the PSHE/well-being curriculum.

Working with external visitors: The College retains responsibility for curriculum quality and safeguarding. External visitors will be vetted for expertise; materials will be reviewed for accuracy, appropriateness and inclusivity; sessions must embed within our curriculum; and activities that cause shock/fear/shame or inadvertently glamourise harmful behaviour will be avoided.

- 4.8 The Head of PSHE has overall responsibility for overseeing the context and delivery of PSHE/well-being. An audit of the curriculum across the Senior School enables the College to review the programmes looking at continuity and progression in a world with ever changing needs in this area. Annual audits will use the PSHE Association's curriculum audit tools to evidence coverage of the 2026 RSHE requirements.

- 4.9 In the Summer term, from 2023, the College will conduct an anonymous survey of the courses in Years 7 to 10 to provide feedback on their content from both the pupils and Senior School staff delivering them. The analysis of the feedback will provide input for reviewing of the courses and their content for the next academic year.
- 4.10 Schemes of work are responsive to pupil feedback as well as any issues that may arise in the media and wider society at the time of teaching. Curriculum plans will show clear sequencing, revisit key learning, and signpost to pastoral/clinical support where appropriate.

4.11 **Equal Opportunities**

The College is committed to ensuring all PSHE/well-being and Citizenship provision is relevant to our pupils, and appropriate to ability, social and cultural background, religion, sexual orientation as well as physical and emotional needs. The College is aware that in some situations it may not be culturally appropriate for some young people to be taught in mixed groups and will respond to parental requests and concerns where appropriate. Teaching will reflect the Equality Act 2010 and the RSHE guidance on inclusion, ensuring LGBT content is integrated in secondary programmes and that pupils are taught the facts and law about biological sex and gender reassignment with respect and accuracy.

4.12 **Parent/Carer Engagement and Transparency**

The College will consult parents/carers on RSHE policy, share representative samples of lesson materials on request, and will not enter into any contract with external providers that prevents resource sharing with parents. Parents have the right to request withdrawal from discrete 'sex education' (not from Relationships or Health Education), and such requests will be handled in line with DfE guidance and College procedures.

4.13 **Confidentiality and Child Protection**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the DSL. The College has a separate Child Protection Policy and those involved in the delivery of PSHE/Well-being are aware of the procedure to follow should any concerns be raised during a session due to the sensitive nature of the topics covered. Teachers will establish safe learning agreements, manage difficult questions appropriately, and follow escalation routes in line with safeguarding policy.

5. **Curriculum Overview (Senior School)**

The Senior School PSHE/RSHE curriculum will, by September 2026, cover:

Relationships & Sex Education (KS3 to KS4, revisited post-16):

- Healthy relationships, consent, and respect; equality and the law; recognising abuse and how to seek help.

- Sexual health, STIs, pregnancy choices; inclusive teaching that is relevant for all pupils, including LGBT pupils.
- Sexual harassment/violence, including stalking, upskirting, image-based abuse, strangulation/suffocation risks; how to report and get support.
- Pornography harms; tackling online misogyny and toxic influencers ('manosphere').

Health & Wellbeing (KS3–KS4, revisited post-16):

- Mental health literacy: differentiating normal emotions from mental illness; emotional regulation; coping strategies; loneliness; grief and bereavement; suicide prevention education delivered with appropriate staff training and signposting.
- Physical health and changing bodies; accurate anatomical vocabulary; menstrual health and related conditions.
- Personal safety in public spaces and travel: roads, railways (including level crossings), water safety.

Online Safety & Digital Literacy:

- Critical engagement with online content; privacy, consent and personal data (e.g., geolocation).
- Online financial harms (e.g., gambling mechanics, monetisation, scams and fraud).
- Emerging risks: AI deepfakes, fake accounts, toxic online subcultures; knowing the law on indecent images.

Living in the Wider World

- Careers education, work-related learning and financial capability embedded across KS3–KS5. (retained)

6. Teaching and Learning Approach

6.1. Safe Learning

Lessons will begin with agreed ground rules; distancing techniques will be used for sensitive topics; teachers will use question-handling protocols and signposting.

6.2. Resources & Quality Assurance

All resources will be quality-assured against the RSHE guidance; materials must be factual, legally accurate, inclusive and developmentally appropriate.

6.3. Assessment & Progress

We will use self/peer assessment, teacher assessment and termly reflection tasks to evidence learning, alongside annual pupil and teacher questionnaires.

7. Roles and Responsibilities

- Governing Body: Approve policy; monitor compliance with statutory guidance.
- ELT/Head: Ensure resources, CPD and timetable allocation; oversee parental engagement.
- Head of PSHE: Curriculum design and sequencing; QA of teaching and visitors; staff training; reporting to ELT/governors.
- Teaching Staff: Deliver high-quality lessons; follow safeguarding procedures; engage in CPD.
- Parents/Carers: Engage with policy/consultation; request to view materials; exercise withdrawal rights where applicable.
- Pupils: Engage respectfully; provide feedback through annual surveys.

8. Monitoring, Evaluation and Review

- 8.1 Termly monitoring by the Head of PSHE will review curriculum coverage, pupil engagement and impact, using PSHE Association audit tools and questionnaires; findings will inform annual updates.
- 8.2 The policy will be reviewed in September 2026 to confirm full implementation of the revised RSHE guidance and then annually, or sooner if there are legislative changes.

9. Conclusion

PSHE provides pupils with the opportunity to develop skills and knowledge in a range of areas including personal, social and health education, work-related learning, careers, enterprise and financial capability. The College believes that all pupils have the right to this personal development and that they are given the opportunity to enjoy and achieve in life. By aligning with the 2026 RSHE guidance, Ashville College ensures pupils receive a coherent, inclusive and safeguarded programme that reflects current risks and supports their wellbeing, learning and future life chances.

10. Implementation Timeline (Summary)

- Spring/Summer 2026: Update schemes of work; staff CPD; parent consultation; audit

resources; schedule external speakers with QA.

- Summer 2026: Run pupil and teacher questionnaires; finalise sequencing and resources.
- 1 September 2026: Teach in line with revised RSHE statutory guidance.