



# **PSHEE POLICY**

**(Whole School including EYFS)**

**Independent Day School for Boys and Girls**

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**Our Lady of Sion School**

REVIEWED: May 2021

FREQUENCY OF REVIEW: Annually

DATE FOR REVIEW: May 2022

## What is PSHEE?

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

PSHE is a non-statutory subject. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

Schools must thoughtfully tailor their local PSHE programme to reflect the needs of their pupils, equipping them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Our Lady of Sion School will seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## Recent Developments and Context for PSHEE provision in schools

Most of PSHE education becomes statutory for all schools from September 2021. This includes **Relationships Education** at key stages 1 and 2, **Relationships and Sex Education (RSE)** at key stages 3 and 4, and **Health Education in both primary and secondary phases**<sup>1</sup>. We have updated the Programme of Study for PSHE education to support schools to integrate this new statutory content, by key stage, into their broader PSHE programmes. The Department for Education's statutory Relationships Education, RSE and Health Education guidance sets out what schools must cover. This edition of the Programme of Study (updated January 2020) provides a comprehensive programme that integrates, but is not limited to, this statutory content.

The statutory guidance is comprehensively covered by learning opportunities for each key stage across the Programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World',

Even though much of 'Living in the Wider World' is not included in statutory requirements, the school considers this core theme as equally important. A high quality PSHE programme will also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

1. Health education is already a requirement in independent schools as part of compulsory PSHE education.

## **Advice for schools**

The [PSHE Association](#) advise schools in developing their own PSHE curriculums and improve the quality of teaching.

## **Using the PSHE Education Programme of Study (Key Stages 1-5) at Our Lady of Sion School**

The PSHE Education Programme of Study (key stages 1–5) is the only national programme of study for the subject and is regularly signposted to by the Department for Education for schools to use. Due to the ongoing developments of PSHE in response to an ever-changing world, Our Lady of Sion School has decided to work very closely with the national programme of study.

Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World), the Programme of Study provides Our Lady of Sion School with a framework for creating a programme which matches our pupils' needs. It covers the breadth of PSHE from relationships and sex education (RSE) and health, to economic wellbeing and careers, setting out suggested content for each key stage.

This Programme of Study therefore provides a comprehensive programme for each key stage that fully covers, but is not limited to the statutory requirements.

## **Early Years**

PSHE education is not a discrete curriculum subject within the statutory EYFS framework. However, EYFS is still a an appropriate place to start exploring the foundations of PSHE education. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World have close links to the PSHE education Programme of Study. Learning and development opportunities for these areas, as well as Communication and Language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education. We believe it is very important to provide a wealth of opportunities to explore these very important developmental experiences in our Early Years provision.

## **Delivery of PSHEE**

PSHE requires an emphasis on active learning, an enquiry approach, and a discussion of issues, problems and events which are set in a topical context. Students are provided with opportunities to discuss critical issues, to work together, to make decisions, to take responsibility for their own actions and participate in school and community events. As a result there are a number of different combinations of approach (as shown below), all or some of which may be used by staff to aid their delivery of the programme.

### **The range of approaches for PSHE delivery are:**

- In all year groups, there is discrete curriculum time for PSHE. On occasions outside speakers visit these lessons;
- Teaching in and through other subject/curriculum areas;
- Through extra-curricular activities and events;
- Through the pastoral care and guidance systems
- Through weekly Tutor activities as current affairs/special focus events;
- Through weekly themed assemblies.

### **Roles and responsibilities**

At the current time, the Headteacher, Deputy Headteacher and Mission Director have responsibility for the development, implementation, management and monitoring of the PSHEE curriculum through line managing the PSHEE teachers.

Teachers of PSHEE have responsibility for the delivering of individual lessons to account for students needs within their groups, which are shared with PSHEE staff via the school network.

### **Assessment**

Assessment is carried out continuously in the PSHEE lesson. The teacher will facilitate discussions and other ways to inspire student-responses to important questions and challenging topics. How a student thinks, expresses and responds will be monitored and assessed through contributions in discussions, written responses and creative responses through creative writing, film, blogs/vlogs and speeches.

At Our Lady of Sion School, we strongly believe that PSHEE is an opportunity for young people to explore what matters most to them. To ask questions about the unknown and what is troubling/concerning them and to learn about what it means to be human and how to live a safe and happy life.

Assessment focuses on engagement and how a student interacts with the subject matter. This is what truly matters here.

## **Monitoring and Evaluation**

- The Headteacher will lead an annual evaluation of the programme, requesting assistance from the Deputy Head and the Mission Director
- An annual report will be made to the Governing Body to cover the following areas:
- A review of the PSHEE policy together with any update on non-taught curriculum areas contributing to the programme;
- Any national developments in PSHEE with implications for the programme at Our Lady of Sion School;
- A summary of developments for the future.

## **Guidelines for dealing with sensitive issues**

- A member of staff can never promise confidentiality to any student. Further details of this can be found in the Safeguarding Policy.
- If disclosures are made regarding suspected drug, alcohol or solvent abuse or dealing in these substances, then the Headteacher must be informed at once. The school's Drugs policy gives more information as to how the school will respond to any disclosures or drug related incidents.
- Allegations of sexual abuse and other child protection issues must be referred in the first instance to the Designated Safeguarding Lead who will inform the Headteacher. The Designated Safeguarding Lead is known to all staff. New staff are also informed through the induction programme.

## **Links with Other Policy Statements**

Other policies refer to PSHEE - related issues and should be read in conjunction with this policy statement. These include:

Relationships and sex education (RSE)  
Alcohol and Drugs Policy  
Anti-Bullying Policy  
Safeguarding  
Equal Treatment  
E-Safety Policy

## **Working with parents/carers**

The policy reflects the aim of Our Lady of Sion School to work in partnership with parents/carers and respects the interest and involvement that parents/carers have with this potentially sensitive area of their child's education. The PSHEE programme should complement the personal and social development of the child that is provided within the family and within the local community. It is acknowledged that students come from a range of cultural and social backgrounds and that sensitivity is required to avoid offending students or their families. In providing personal, social and health education for students the school will respect the religious beliefs and values of all members of its community, and make provision to discuss its aims with parents/carers wishing to receive further

clarification. Parents/carers are able to contact the school about the policy and any queries are dealt with by the PSHE Subject Leader in the first instance. Parents/carers have the right to withdraw their children from any or all parts of the school's programme of sex education apart from those elements that are in the National Curriculum Science course. For further Information on RSE please refer to the RSE policy.

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**The Schemes of Work are published on our Learning Platform – these incorporate the RSE programme of study also:**

<https://lp-sionschool.fireflycloud.net/pshee>

Our RSE Policy and information for parents is found here:

<https://lp-sionschool.fireflycloud.net/pshee/rse>

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<https://lp-sionschool.fireflycloud.net/pshee/the-pshe-education-programme-of-study-key-stages-15-is-the-only-national-programme-of-study-for>

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**Spring 2021**