



# **PSHEE Policy (Whole School including EYFS) Independent Day School**

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## **Our Lady of Sion School**

Last Reviewed: January 2025

Frequency of Review: Annually

Next Review Due: January 2026

## What is PSHEE?

**Personal Development** seems to make more sense to our young people than the acronym PSHEE. **Therefore, we use the term Personal Development (PD) for this subject area.**

However, what matters most is that we all believe very strongly that the PSHEE/RSE programme should provide help, support and education that reflects the needs of our young people, their environment/society, whilst preparing each one for life right now and for the future – being ready to live as good, positive, and impactful citizens.

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 became statutory for all schools from September 2021. This included **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**. Our Lady of Sion School has fully integrated this statutory content across all key stages, ensuring consistency and quality in delivery. Monitoring takes place by the Senior Leader: Head of Safeguarding and Pastoral Care, governors review visits and via staff meetings. 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. This reflects our commitment to fostering resilience, independence, and informed decision-making in all our students.

## Advice for schools

The [PSHE Association](#) advise schools in developing their own PSHE curriculums and improving 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 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. This ensures that our curriculum is both relevant and responsive to societal shifts and the evolving needs of our students.

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.

To ensure that we maintain a robust and effective programme, regular feedback from students, staff and parents is incorporated into curriculum reviews/encouraged.

### Early Years

PSHE education is not a discrete curriculum subject within the statutory EYFS framework. However, EYFS is still 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. Our Early Years provision has recently been enhanced with additional resources and activities to support these developmental experiences, ensuring that our youngest learners are nurtured and supported.

### Delivery of PSHE

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, work together, make decisions, 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

- In all year groups, there is discrete curriculum time for PSHE. On occasions outside speakers visit these lessons. Guest speakers are carefully vetted to ensure alignment with the school's values and objectives and safeguarding protocols.
- Teaching in and through other subject/curriculum areas.
- Through extra-curricular activities and events.
- Through the pastoral care and guidance systems.
- Through tutor activities as current affairs/special focus events.
- Through themed assemblies.
- What Matters Sessions incorporate interactive elements, including Q&A sessions and group reflections.

## **Roles and responsibilities**

At the current time the Headteacher and the PSHE Lead (Annelie Wickson) and the Senior School PSHEE teachers have responsibility for the development, implementation, management and monitoring of the PSHEE curriculum through line managing the PSHEE teachers.

Annelie Wickson will work closely with the PSHE teaching staff regarding development of the curriculum. The DSL will also inform Annelie regarding pertinent topics emerging from safeguarding information – local and national – especially within the area of Online Safety.

Rob Staggs is the Junior School Subject Coordinator.

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 wherever possible.

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.

We use our What Matters Button to enhance assessment, enabling students to provide anonymous feedback on sensitive topics. This ensures a safe space for honest reflections.

## **What is the point of PSHEE/RSHE?**

- To work with young people to help them to consider, prepare, navigate through, question, become informed, dispel myths, etc.
- To have time with our students – find out what bothers them/worries them?
- To find out what they know about relationships and sex and how to stay safe online and in life in general.
- To provide a warm, trusted platform for questions to be asked – so that they can become more informed about what it means to be human – and a good and safe one at that.

## **With all of this in mind, what is the purpose of assessment in PSHEE/RSE?**

- As teachers and leaders of the school, we want to know that what we are providing is fit for purpose.
- This is a key element of the assessment.
- Remember that in the June review (Ofsted), we are told that “children and young people were rarely positive about the RSHE they had received.....too little, too late and that the curriculum is not equipping them with the information and advice they needed to navigate the reality of their lives.”

### **This is where the assessment of PSHEE/RSE comes to life:**

- Continuous assessment through questions within discussion – “Do you have a greater understanding now...?” Is there still an area within this topic that seems confusing/do you need more information? How has your understanding changed through this lesson/discussion/debate? Does any of this concern or worry you – do we need to go back over anything?
- End of Topic review sheets – these are carried out in the PSHEE/RSE lesson and shared as part of the school report to parents.

As part of our drive to ensure that we have the RIGHT CULTURE here and are providing opportunities for our young people to share WHAT MATTERS, the PSHEE Lead (with Headteacher,/DSL support) will meet with the PSHEE/RSE Teachers (half-termly/termly) to ask about common questions coming from children/students.

What are they wanting to know more about? Where has there been some misunderstanding? What knowledge seems to be embedded and understood?

When we then send out academic reports, there is a generic PSHEE/RSE report that states what has been covered in lessons.

Through the student-assessment reflection, young people share information with their teacher. This reflection information cites the areas that young people are asking us to revisit or provide further support/advice/information.

This then informs our planning and curriculum design.

It also informs our ongoing wellbeing support of children.

It also provides parents/families with excellent information around what is known, what is unknown and what needs further discussion and visitation (Home/School partnership).

- Examples of detriment might be: promoting stereotypical attitudes about the ability of girls or boys, or about the role of women in society or in the home; endorsing gender stereotypes; conveying a pejorative message; defeating other messages about equal opportunities; deprivation of opportunities to participate in social or skills-based networks (which may affect career prospects); deprivation of choice – consider 2(2)(d)(ii), 2(2)(e)(h)(i), 3(b) and (i), 5(b).

153. In reaching a judgement, the views expressed by pupils in questionnaires and interviews will be highly relevant on matters such as whether they feel their choices are restricted because they are a boy/girl and whether they feel discriminated against.
154. Where inspectors find segregation which has a negative impact, the team must consider whether the actual or potential detriment is material. A judgement of material detriment to a pupil of either sex will point to a judgement of non-compliance with the standard in 3(j). In line with routine inspection protocols, all supporting evidence and the rationale for decisions must be clearly recorded in the Record of Evidence.
155. The Court in Al-Hijrah commented that the Secretary of State should allow time for schools affected to put their houses in order. Where there is a judgement of non-compliance with 3(j), we understand that the DfE would, therefore, not necessarily take immediate regulatory action at present, unless the particular situation required it, subject to production of an effective action plan by the school.

#### Paragraph 4 – Framework for pupil performance

The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

156. This standard is designed to ensure that the school not only assesses individual pupils' progress for the purpose of lesson planning but is also in a position to give parents a detailed and clear assessment of the performance of their child. No particular system or way of doing this is specified, but in choosing the method, the school should be aware of the requirement of paragraph 32(1)(f) of the standards for an annual written report on each pupil's progress and attainment in each main subject area. In addition, whatever framework is adopted, it should be implemented in a way which enables the parent to judge the child's performance in the context of the school's aims, or national norms, or both – to ensure a standardised or common approach.
157. Schools must now also ensure, in accordance with the RSHE statutory guidance, that regular feedback is provided on pupils' progress, and that teaching is assessed and assessments used to identify where pupils need extra support or intervention. (See paragraph 117 above.) There may be links between compliance with paragraph 4 and with paragraph 3(g).

EYFS → Section 2 – Assessment

## Monitoring and Evaluation

- The Headteacher and PSHE Lead will lead an annual evaluation of the programme, requesting assistance from Rob Staggs (Junior School PSHE Coordinator).
- In addition to this annual evaluation, termly check-ins with staff and students are conducted to ensure ongoing alignment with school goals and pupil needs.
- 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, Drugs and Substances  
Anti-Bullying  
Safeguarding  
Online Safety

## Collaborating 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. In addition to half-termly updates, the school will endeavour to communicate regularly with parents to discuss topics relating to the PSHEE curriculum and share strategies for home support where needed.

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.

Parents may withdraw their child/children from Sex Education but cannot withdraw their child/children from Relationships Education (see RSE policy for details).

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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>

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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>

### **Communicating with Parents**

We will communicate schemes of work with parents and regularly update them regarding PSHEE topics. We encourage our parents to partner with us as we develop a curriculum that meets statutory expectations whilst also remains dynamic to respond to the changing the world and the experiences that young people encounter in the now.

**Approved by Board of Governors January 2025**

***Updates made to roles/job titles September 2025***