

THORPE HALL SCHOOL

PSHE Policy: Personal, Social, Health and Economic Wellbeing

1. Policy Context and Rationale

Thorpe Hall School is a fully inclusive, co-educational, independent day school for children aged 2-16 in Southend, Essex. At the core of our success is a strong and focused pastoral and wellbeing programme where we nurture, support and develop confidence, social skills and friendships. One of the ways we develop these skills is through a robust and inclusive PSHE Programme of study that creates an environment where students are free to question, discover and respectfully debate.

This policy covers our schools approach to PSHE within the School curriculum. We have a stand-alone policy on Relationships and Sex Education which is available to view on the School website under [School Policies](#).

This policy was produced by the Lead of PSHE and RSE through consultation with the Senior Leadership team, Heads of Year, Safeguarding Leads and feedback from parents and students. This will be assessed at Governors meetings.

At Thorpe Hall School, our PSHE and RSE curriculum run simultaneously. All teaching at THS is delivered in an age appropriate manner.

2. Policy Aims and Objectives

Personal, Social, Health and Economic Wellbeing (PSHE) is a non-statutory subject, however the RSE element is statutory – Relationship and Sex Education and is an important and necessary part of all pupils' education (Department for Education, 2020). This policy is informed by and fulfils the School's overarching core values of:

- Character
- Expectations
- Aspiration
- Inclusivity
- Community
- The promotion of Fundamental British Values 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 the 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 integration of SMSC is also a prerequisite for meeting the requirements of the Independent School's Teaching Standards - Part 2.

Taken together, these will ensure that we attain our ultimate mission: *to create opportunities for all learners so that they can dream with their eyes open, achieve their ambitions and positively impact the world*. This policy is linked to various policies as highlighted in Annex A.

3. Policy Availability

Our policies will be available to parents and carers through the School website. If any parent or carer would like access to a hard copy of this policy is required please contact the main reception.

4. Intended Outcomes

As a result of our PSHE and RSE programme of learning, pupils will:

- Develop the skills of resilience, assertiveness, negotiation, employability, risk-management, communication, teamwork, leadership and decision making.
- Understand their rights and the rights of others regarding health and well-being, living in the wider world, relationships and respect for protected characteristics as per the Equality Act 2010.
- Be able to make informed choices regarding their physical, mental, cultural, sexual, moral and social well-being.
- Learn to respect themselves and others and move with confidence from adolescence into adulthood, always aware of the need to stay healthy and keep safe.
- Understand they have a responsibility to protect themselves and those around them.
- Have access to a comprehensive, balanced and relevant body of factual information to inform their present and future choices including careers.

5. Curriculum Maps:

See Annex B for Prep Suggested Topic Overview

See Annex C for Senior School Suggested Topic Overview

6. Creating a Safe and Supportive Learning Environment

At Thorpe Hall School we understand that content covered within PSHE and RSE education works within pupils' real life experiences, therefore it is essential to establish a safe learning environment. At the start of every lesson, to create a safe and supportive learning environment, we will set ground rules and establish clear parameters of what are appropriate and inappropriate discussion points.

We will ensure that where pupils indicate they may be vulnerable and at risk, we will arrange for necessary support to be made available through our pastoral system. Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance to the School Safeguarding Policies. This policy is informed by the School's Safeguarding policy and all staff will follow procedures laid out in these documents.

The School leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors. We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff.

7. Entitlement and Equality of Opportunity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We promote the needs and interests of all pupils, irrespective of the race, sex, disability, sexual orientation or religion/belief through our school's Equality, Diversity and Inclusion policy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all our pupils can fully access PSHE and RSE education provision.

We will use PSHE and RSE education to address diversity issues and to ensure equality for all by offering a robust and inclusive curriculum. We recognise the right for all pupils to have access to

PSHE and RSE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE and RSE through carefully considered differentiation and adapted delivery where appropriate. We will not exclude access to PSHE and RSE for any pupil by ensuring that teacher and learning facilitators work with individual students where required and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE and RSE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Full PSHE and RSE education provision will be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please refer to our RSE policy and the 'Right to withdraw' section.

8. Intended Outcomes

As a result of our PSHE programme of learning, the students at Thorpe Hall School will be taught age-appropriate content that will include (this is not an exhaustive list):

- keeping safe (including online)
- how to stay physically and mentally well
- accessing help and support when needed and supporting friends
- be able to ask for and give or refuse consent
- developing healthy, mutually enjoyable relationships at the point at which they feel it is right for them
- assessing and manage risk
- making positive choices and be resilient including when faced with challenging situations
- thinking critically
- identifying and manage feelings
- discussing sensitive issues respectfully
- To have an understanding of the working world, careers and develop respect for public institutions and services in England

9. Learning and teaching

A range of different groupings will be used to deliver PSHE including pairs, small groups and whole class discussions. In general, most PSHE education will be taught in mixed sex and gender groups.

10. Principles and methodology

We will determine pupils' prior knowledge by conducting student surveys and baseline activities at the start of lessons to gauge differing levels of knowledge and understanding of issues explored. Active learning methods will include role playing, presentations and group discussion. We will ensure that sessions, including those on risky behaviour, remain positive in tone by educating students on the potential consequences of lifestyle choices in a balanced manner, highlighting misconceptions about how often their peers take part in risky behaviours. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the key messages of our curriculum. These have been sourced from the PSHE association and other recognised providers.

Learning about relationships in PSHE education lessons will complement learning in other aspects of the wider school curriculum. We will help pupils make connections between their learning and 'real life' behaviours by encouraging critical reflection and debate in all lessons. In addition, throughout

the curriculum links to religious education and ethics are evident. PSHE and RSE links can be seen throughout our curriculum (see annex D for further details.)

11. Timetabling

Our PSHE and RSE education takes place as a 70 minute fortnightly lesson for each year group in the Senior school and at least 60 minutes fortnightly in the Prep School. Our PSHE and RSE education is provided as a thematic approach, exploring the core values of keeping safe, living in the wider world (including economic wellbeing) and relationships. To ensure our curriculum is broad and balanced, the PSHE and RSE education provision is mapped and planned effectively. Prep pupils follow 1 Decision's Suggested Topic Overview, whereas the Senior School plans to the standards laid out in the PSHE association thematic model. Our provision is further developed by planned enrichment assemblies and tutor times that take place throughout the year.

12. Monitoring Arrangements

Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance and drop down workshops, regular review of the PSHE & RSE Policies, gathering information school reports and sampling the quality and content of children's work.

Pupils' development is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student surveys

13. Assessment

Assessment in our PSHE and RSE education focuses on learning, set against the lesson objectives and outcomes. We will assess pupils' learning and progression through baseline assessments, assessment for learning activities throughout their sessions and endpoint assessments.

In addition, celebration of achievement contributes to building students' self-esteem, developing a sense of community and belonging, helps create a respectful atmosphere in the school and develops student's sense of pride. Students are rewarded using house points and Dojos and through recognition of effort and progress both in and outside of lessons at end of term awards assemblies.

14. Teaching Responsibility and Staff Training

The Headteacher is responsible for ensuring PSHE and RSE is taught consistently across the school and is approved by the governing board. It will be taught by classroom teachers. It will be supported by resources and schemes of learning from 1 Decision or the PSHRE Association.

Teachers responsible for teaching PSHE and RSE will receive training on sensitive topics and the school adopts an open door policy for the staff who teach this to discuss any concerns or worries with the DSL.

We will occasionally use external contributors in order to deliver sensitive/important content. For example, online safety, road safety, relationships education, firework and Halloween safety. When using external speakers to deliver aspects of our PSHE programme we will ensure that their input is part of the planned developmental programme and that all objectives and outcomes have been agreed in advance of the visit.

15. Confidentiality and Handling Disclosures

Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance safeguarding procedures will be followed as outlined in the school's Safeguarding Policy. This will include disclosures made to teaching staff as well as external visitors.

16. Responding to Pupil's Questions

Pupils' questions will be answered by classroom teachers in an open and honest manner based on consideration of prior learning and readiness. When necessary, teachers will be free to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. We will allow pupils to raise anonymous questions or concerns through our here4u@buzz.co.uk email which is monitored by staff within the school. If a safeguarding issue is raised by an anonymous question staff will link with the DSL to follow the safeguarding procedures. If an area of need is highlighted, we can respond through assemblies and form time activities. We operate on raising awareness of topics and equipping our pupils with this knowledge for them to make their own informed decisions and opinions. We therefore ensure our responses are not used to direct or persuade pupils in any way.

17. Involving Parents and Carers

We are committed to working with parents and carers. We will offer support through resources related to the topics covered in the programme being made available. We will communicate with parents and carers via the school website, weekly newsletter and other external letters of relevance.

We will communicate to parents about their right to withdraw their child from RSE via the school website and correspondence sent home. If a parent wishes to withdraw their child alternative arrangements will be made. It is recommended that any parent wishing to withdraw their child from RSE will need to put this in writing to the Headteacher, a meeting must then be arranged with the parents and Headteacher to gain permission for withdrawal – this is in line with the Department of Education legislation, ensuring that their wishes are understood and to clarify the nature and purpose of the curriculum. Parents are allowed to request to withdraw a child, up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms.

18. Review date

This PSHE and RSE policy will be reviewed every 2 years to ensure that it continues to meet the needs of the pupils, staff and parents, and that it is in line with current DfE advice and guidance. It will be reviewed by the Headteacher, governing body and designated safeguarding lead.

Policy Reviewed:	February 2026
Policy Approved:	February 2026
Next Review Date:	February 2027

Annex A - Government legislation and relevant policies:

Legislation

Thorpe Hall School is required to teach RSE as part of the Department of Education statutory guidance on Relationships and Sex Education and this informs all of our curriculum plans. Current regulations and guidance from the Department of Education state RSE was compulsory from 1st September 2020.

Links to other school policies and areas of the curriculum

This policy supports the following policies:

- Safeguarding
- Keeping children safe in education- Statutory safeguarding guidance (2024)
- Behaviour
- Equality and diversity
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Online safety

Within Thorpe Hall School we have many cross-curricular links with other subject areas that help to consolidate the subject areas and allow our pupils to see links with the wider world. PSHE complements several subjects including Science, English, PE, RE and ICT, Geography, Psychology and Food. We look for opportunities to draw links between the subjects where appropriate. In addition, discrete PSHE lessons are supported by extracurricular activities within Choice afternoons such as First Aid. Some other examples where student voice promotes Equality, diversity and inclusivity, are:- The Pretty Tough Group and The Diana Award to train Anti-Bullying Ambassadors in school.

Annex B- Prep Curriculum Map

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Our World	Fire Safety SPECIAL*	Hazard Watch <i>(This module will soon be replaced)</i>
YEAR 1	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Baseline Assessment Is it safe to eat or drink? Is it safe to play with? Long-Term Summative Assessment
	Topic: Road Safety	Topic: Washing Hands	Topic: Friendship	Topic: Water Spillage	Topic: Jealousy	Topic: Online Bullying	Topic: Growing in Our World	Topic: Hoax Calling	
YEAR 2	Topic: Tying Shoelaces	Topic: Healthy Eating	Topic: Bullying	Topic: Practice Makes Perfect	Topic: Worry	Topic: Image Sharing	Topic: Living in Our World	Topic: Petty Arson	
		Topic: Brushing Teeth	Topic: Body Language	Topic: Helping Someone in Need	Topic: Anger	Topic: Computer Safety Documentary	Topic: Working in Our World	Topic: Texting Whilst Driving	
YEAR 3	Topic: Staying Safe	Topic: Medicine	Topic: Touch	Topic: Stealing	Topic: Grief	Topic: Making Friends Online	Topic: Looking After Our World	Topic: Enya & Deedee Visit the Fire Station	
	Topic: Leaning Out of Windows								
	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	

	Keeping/ Staying Safe	Keeping/ Staying Healthy	Growing & Changing	Being Responsible	Feelings & Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid SPECIAL
YEAR 4	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic	Long-Term Assessment: Baseline Topic
	Topic: Cycle Safety	Topic: Healthy Living	Topic: Appropriate Touch (Relationships)	Topic: Coming Home on Time	Topic: Jealousy	Topic: Online Bullying	Topic: Chores at Home	Topic: Breaking Down Barriers	Topic: First Aid Year 4
YEAR 5	Topic: Peer Pressure	Topic: Smoking	Topic: Puberty	Topic: Looking Out for Others	Topic: Anger	Topic: Image Sharing	Topic: Enterprise	Topic: Inclusion & Acceptance	Topic: First Aid Year 5
	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	Topic: Adults' & Children's Views	
YEAR 6	Topic: Water Safety	Topic: Alcohol	Topic: Conception	Topic: Stealing	Topic: Worry	Topic: Making Friends Online	Topic: In-App Purchases	Topic: British Values	Topic: First Aid Year 6 (Part 1)
	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Topic: First Aid Year 6 (Part 2)
	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic

Annex C – Senior School Long Term Planning

Thorpe Hall School – PSHE and RSE EDUCATION: LONG-TERM PLANNING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	<p>Transition and safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p> <p>Baseline: Who am I silhouette – Glued into books</p> <p>External: British Heart Foundation Reviver 15-minute CPR online training course. Create certificate – must gain parental consent due to app usage.</p> <p>Road Safety assembly – Essex Highways</p>	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Assembly: Period positive – female only</p> <p>Lead – C. Kiel + J. Leech – Careers assembly –</p> <p>MORRISBY introduction assembly</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>External: Team consent. 2 Johns</p> <p>Oral health assembly with dentist</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries.</p> <p>External:</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>External Financial advisor – local business owners – mortgage advisor</p> <p>Revisit silhouette – compare changes</p>
Year 8	<p>Drugs and alcohol</p>	<p>Community and careers</p>	<p>Discrimination</p> <p>Discrimination in all its forms. including racism.</p>	<p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing.</p>	<p>Identity and relationships</p> <p>Gender identity, sexual orientation. consent.</p>	<p>Digital literacy</p>

	<p>Alcohol and drug misuse and pressures relating to drug use</p> <p>Baseline: Who am I silhouette – Glued into books</p> <p>External: British Heart Foundation Reviver 15-minute CPR online training course. Create certificate – must gain parental consent due to app usage.</p> <p>Road Safety assembly – Essex Highways</p>	<p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>Lead – C. Kiel + J. Leech – Careers assembly – MORRISBY reminder</p>	<p>religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>including body image and coping strategies.</p> <p>External: Team consent. 2 Johns</p> <p>Oral health assembly with dentist</p>	<p>'sexting', and an introduction to contraception</p> <p>External: Essex Police – sharing sexual images</p>	<p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>External Financial advisor – local business owners – mortgage advisor</p> <p>Revisit silhouette – compare changes</p>
Pre G	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>Baseline: Who am I silhouette – Glued into books</p>	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Lead – C. Kiel + J. Leech – Careers assembly</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>External: Team consent. 2 Johns</p> <p>Oral health assembly with dentist</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Employability skills</p> <p>Employability and online presence Lead – C. Kiel + J. Leech –</p> <p>External Financial advisor – local business owners – mortgage advisor</p> <p>Revisit silhouette – compare changes</p>

	<p>External: British Heart Foundation Reviver 15-minute CPR online training course. Create certificate - must gain parental consent due to app usage.</p> <p>Road Safety assembly – Essex Highways</p>					
Lower G	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Baseline: Who am I silhouette – Glued into books</p> <p>External: British Heart Foundation Reviver 15-minute CPR online training course. Create certificate - must gain parental consent due to app usage.</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Lead – C. Kiel + J. Leech – Careers assembly</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>External: Team consent. 2 Johns</p> <p>Oral health assembly with dentist</p>	<p>Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p> <p>External: Essex Police – sharing sexual images</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work - Lead – C. Kiel + J. Leech</p> <p>External Financial advisor – local business owners – mortgage advisor</p> <p>Revisit silhouette – compare changes</p>

	<p>Road Safety assembly – Essex Highways</p>					
Upper G	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p> <p>Baseline: Who am I silhouette – Glued into books</p> <p>External: British Heart Foundation Reviver 15-minute CPR online training course. Create certificate - must gain parental consent due to app usage.</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>Lead – C. Kiel + J. Leech – Careers assembly</p> <p>Local Sixth form representative visits during Assembly time</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>External: Team consent. 2 Johns</p> <p>Oral health assembly with dentist</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>Revision – Study skills</p> <p>Elevate – Intervention – Study skills – Homework – Mentoring Time</p> <p>External Financial advisor – local business owners – mortgage advisor</p> <p>Revisit silhouette – compare changes</p>