



## PSHEE Policy

**UNDER REVIEW AS OF 22/05/2025**

***“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less” Kurt Hahn***

The purpose of this document is to be an umbrella policy for Personal, Social, Health and Economic Education and Citizenship (PSHEE). Other separate School policies should also be referred to including, Relationships and Sex Education Policy, Drugs Policy, Anti-bullying Policy, Behaviour and Behaviour Management Policy, Equal Opportunities Policy and the School rules.

### **1. Introduction**

PSHEE is embedded within the ethos of the School and reflects the aims and values of the School.

The core of PSHEE must be the individual pupil. PSHEE is about what it is to be a person and a ‘participatory citizen’. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals and contributing members of society.

The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them to cope with challenges, responsibilities and fulfilment which maturity brings. Through the PSHEE programme the School has a role complementary and supportive to that of the parents.

All pupils are intelligent – but in different ways: we recognise many different types of intelligence: academic, linguistic, physical, logical, artistic, emotional, cultural, moral, spiritual, social. PSHEE is seen as a central core of a good education and our programme aims to develop the last five of these intelligences whilst acknowledging the first five in the full School curriculum.

We accept that pupils will frequently learn – and are encouraged to do so – from one another rather than from a teacher or adult – so time is available for this in discussion and reflection.

Our approach is to encourage, catalyse, support and inspire self-discovery in pupils whilst guiding them to become independent thinkers. We aim to start from the skills, values, attitudes and understanding that they find in themselves already and develop from there.

## **2. Aims of the PSHEE programme**

The PSHEE programme is consistent with the School's aims and values. It aims to prepare pupils to be able to make informed decisions, build positive relationships, establish healthy learning habits and to become suitable role models in their later years at the School and beyond.

PSHEE gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes pupils' well-being and self-esteem enabling them to take responsibility for their learning and future life choices. Embedded within the curriculum, pupils are taught how to stay safe, based on not only what may happen to pupils in School, but also beyond it. This includes staying safe online and the dangers of cyberbullying and sexting. Given the greater prominence that has been given to mental health in the context of safeguarding, positive mental health and wellbeing is also fundamental to the aims of the Box Hill PSHEE programme.

PSHEE is the joint responsibility of the individual, the family, the School and the wider community. Through our PSHEE programme, individual pupils are encouraged to show respect for our common humanity, diversity and the differences between people.

The PSHEE programme aims in particular to enable pupils to:

- value others and feel valued
- respect others and be respected (with particular regard to the protected characteristics under the Equality Act 2010)
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated
- to build self confidence
- to build resilience and focus on positive mental wellbeing
- to build resilience when online
- to respect and celebrate difference.

## **3. Whole School involvement**

The PSHEE programme extends beyond the classroom to include, for example assemblies and Tutor discussions. 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 the School and the wider community. In particular, the Round Square system, the Syndicate, the Tutor and House system and the many activities arranged support an inclusive, participatory ethos.

## **4. PSHEE in the School curriculum**

All pupils at Box Hill School in Key Stages 3 and 4 have an allocated PSHEE lesson every week. It is lead on by Mrs Claire Ellis, the Assistant Head (Pastoral and Boarding) who teaches alongside Mr Chris Patrick, Mr Jack Freeman, Mrs Donna Walton and Ms Amelia Corbett. These staff receive regular

training and support from the Assistant Head. In addition, outside speakers and experts on particular topics are brought into School to enrich the curriculum wherever possible.

Years 7 and 8 currently have three lessons per fortnight whilst Years 9 to 11 have two lessons per fortnight. The Sixth Form receive PSHEE via Tutor periods.

The PSHEE programme has been designed in consultation with a variety of relevant professionals. The programme is adaptable and flexible to respond to any situations or needs that arise.

We provide many opportunities to promote pupils' personal and social development through the curriculum, both in and outside of PSHEE lessons, including:

Co-curricular activities; Tutor time; PE and dance; first aid, sex and relationship education, substances education, financial education, Careers education, personal health (physical and mental), bereavement, human rights and abuses including FGM.

## **5. PSHEE outside the curriculum**

Outside of the main curriculum the following add value to PSHEE within the wider School context:

- Assemblies (Year Group and whole School)
- House activities
- House and School elections
- School & House charities
- Cross-curricular projects
- Drama
- School student Council
- Peer education
- Invited visitors
- Tutorials
- Mentoring
- Buddying
- Work with vulnerable pupils
- Whole School events e.g. MAD day
- Educational visits and School trips
- Residential experiences
- Sports teams & other activities e.g. Sports Leadership

## **6. Success criteria for PSHEE**

The School aims to promote personal growth with measurable outcomes which include:

- pupils gaining an excellent knowledge of how to live a healthy and safe lifestyle;
- pupils leaving with high quality employability skills;
- the majority of our pupils being confident and articulate, showing mutual respect to each other and above all maturity across the year groups;
- quality of teaching in PSHEE - Lessons will be well planned in advance, allowing for detailed sensitive planning taking into account pupils that may find certain issues difficult, for example those receiving counselling.
- Regular feedback is provided on pupil's progress within class. Teaching is assessed and assessments are used to identify where pupils need extra support and intervention.

## **7. Equal opportunities**

The School ensures that:

- All pupils are given equal access to our PSHEE programme.
- PSHEE is taught in such a way that does not subject pupils to discrimination.
- All reasonable steps are taken to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age and religious and cultural background of the pupils concerned. Whilst Box Hill School has a Christian approach in the delivery of both PSHEE and relationships education, all other major world religions are recognised as sources of philosophical and moral wisdom.
- All political issues are taught with a balanced view.

## **8. Parental involvement**

We welcome parental involvement with the PSHEE programme. Parents are welcome to view any of the teaching material used and if they have any questions to contact the Assistant Head (Pastoral and Boarding), Claire Ellis ([Claire.Ellis@boxhillschool.com](mailto:Claire.Ellis@boxhillschool.com))

Parents are invited to attend the specific parent pastoral lecture programme. The programme includes for example, the teenage brain, relationships & safer internet, screen dependency, mental health and exam anxiety.

## **9. Sensitive issues Procedure**

Teaching staff deal with issues sensitively and are aware through their own timely preparation, of pupils within their classes that are in vulnerable groups or that fall into other categories within the School (boarders etc.).

Some of the areas to be covered are perhaps more 'delicate' than others. A key approach to this is the establishment of clear and jointly-agreed positive ground rules for the classroom. These ground rules require mutual respect with a degree of sensitivity and an encouragement to use appropriate language.

When we reach those points in the syllabus which some might find difficult, for example, divorce, eating disorders, bereavement, we follow a clear procedure to ensure that any possible distress is kept to a minimum. If it is felt appropriate, in joint discussion, a pupil may choose to be absent from a particular lesson when a sensitive subject is discussed.

If a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PSHEE the concerns will be shared with the DSL (as stated in School policy for Safeguarding/Child Protection).

## **10. Relationships and sex education**

This Policy should be read in association with the Relationships and Sex Education Policy.

## **12. Risk Taking Behaviours (drugs, alcohol, smoking etc.)**

The intention of the course is that the pupils will be better able to make an informed decision concerning the risks inherent in such behaviour. All material covered is built upon at age-appropriate levels. Elements of the material delivered in this area of the course is delivered by professionals including medical staff. At no point are the pupils actively encouraged to undertake risk-taking behaviour.

## **13. Procedures for Monitoring and Evaluation of the Programme**

Regular meetings of the PSHEE staff occur so as to encourage the routine of best practice. The pupils complete a number of termly questionnaires throughout the course and the PSHEE team respond appropriately.

## **14. Policy Review**

This policy is reviewed on an annual basis by the Assistant Head Pastoral and the PSHEE team. It is then reviewed by the Senior Team.

## **15. Further Guidance**

Copies of this Policy are available for parents, staff and Governors.

This policy can be made available in larger print or more accessible format if required.

Review date September 2024  
C Ellis Assistant Head Pastoral

## PSHEE Topics

Year:	Year 7	Year 8	Year 9	Year 10	Year 11
Au1	Transition and dealing with change	Puberty, Changes, and Introduction to RSE	Drugs Education	International Politics and Relations	Health, Prevention, and Testing
Au2	Diversity & Inclusion	Volunteering and Citizenship	Crime and Punishment around the World	RSE: Intimate Relationships	Careers and Making Decisions
Sp1	Emotion Management	Law, Crime, and Society – Desert Island Challenge	RSE/Staying Safe Online (nudes, porn & the media)	RSE: Intimate Relationships	Equality in Society
Sp2	Friendships and Fallouts	Mental Health and Wellbeing	RSE: Partnerships, Separation & unhealthy relationships	Understanding Mental Health ctd..	Healthy Coping Strategies for Stress and Change
Su1	Kindness Project	Family Structures and Relationships	Personal Finance Skills Intro	Careers	
Su2	Safety in the Community	First Aid – choking, bleeding, head injuries	Volunteering and Citizenship	Careers	

### Colour key:

- Red: relationships and sex education
- Yellow: health and wellbeing
- Green: living in the wider world