



# HOE VALLEY SCHOOL

## PSHE POLICY

Person Responsible: Assistant Headteacher  
Date Adopted: September 2015  
Date of last review: Autumn 2025  
Date of next review: Autumn 2026

*To be read in conjunction with the Relationships and Sex Education Policy, Safeguarding - Child Protection Policy, Teaching and Learning Policy, Curriculum Policy and Anti-bullying Policy.*

### **1. RATIONALE FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

Personal, Social and Health Education is integral to the wellbeing of learners at Hoe Valley School (HVS). At its core, is not only the quality of the PSHE curriculum across the key stages taught, but all aspects of life in school. The aim of this policy is for PSHE education to permeate throughout the life of every student taught in our school.

Today's young people are growing up in an increasingly complex world and living their lives in new ways, with the online influence ever more important. They need to be equipped with knowledge on how to manage their academic, personal and social lives that will enable them to make good choices and stay safe. Students need to understand the world in which they are growing up and know and respect British laws.

PSHE is delivered to all year groups through 1 timetabled lesson every two weeks and is also taught in assemblies, form time sessions, and throughout the curriculum where relevant.

In the Sixth Form PSHE is delivered through weekly enrichment, assemblies and a timetabled lesson once per fortnight. Students gain practical knowledge and skills to help them in the wider world.

PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between people. It also develops students' wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

### **2. AIMS AND OBJECTIVES**

At HVS PSHE is delivered not only in timetabled lessons but in a number of other ways including:

- Through school events, including key speakers.
- Through assemblies, pastoral care and guidance.
- In Science and Religious Studies lessons.
- Through charity events.

Our PSHE curriculum is organised into the following 3 key themes:

- Relationships and Sex Education
- Health and Wellbeing
- Living in the Wider World

These themes are revisited in the Sixth Form as well as delivering additional content in an age appropriate context.

### **3. CONTENT & DELIVERY**

The content for each of the 3 central themes is delivered in PSHE lessons using an online platform called Wellio. The curriculum map, which includes all areas of content covered, is available on the PSHE & RSE (Relationships and Sex Education) page of the [school website](#). See RSE policy for further details on this aspect of PSHE.

In addition to the principles outlined in the teaching and learning policy, the PSHE curriculum also expects the following in the delivery to students:

- Learning is designed to allow students to draw on their own experiences, providing space to demonstrate knowledge and skills with the application of ground rules.
- Time is given to classes to reflect and apply their learning where appropriate.
- Attention is given to developing a safe, secure and welcoming classroom climate through establishing the room as a safe space through collectively agreed ground rules, at the beginning of the year. This means students can self-regulate when participating and agreeing on what is acceptable and appropriate to discuss.
- Furthermore, this process of ground rule establishment also enables all students present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those students who do not conform to the ground rules as well as allow an opportunity for restorative practice.
- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No-one (teacher or student) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness, and to challenge silliness and inappropriate remarks as they happen.
- Students will have the opportunity through surveying tools to ask questions or highlight areas of worry or concern. This then can be reviewed by the teachers to address in the next lesson or signpost further support through our pastoral team.
- If a verbal question is too personal the teacher should remind the student of the ground rules.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. This will be particularly important with SRE
- Teachers should not be drawn into providing more information than is appropriate to the age of the student.
- If a teacher is concerned that a student is at risk of abuse the teacher must immediately log this on CPOMs as well as inform verbally, and through email, the relevant safeguarding leads.

### **3.1 Teaching methods used**

The following are examples of teaching methods/approaches used to deliver the PSHE curriculum:

- High order questioning skills.
- Establishment of ground rules.
- Working together as a team.
- Real life scenarios.
- Information gathering and sharing.
- Teacher led discussion/paired work.
- Problem solving.
- Reflection, review and evaluation.

### **3.2 Right to withdraw**

Parents/Carers have the right to withdraw their children from all or part of any sex education provided within the PSHE curriculum, but not from learning the biological aspects of human growth and reproduction necessary under the National Curriculum for Science. If you wish to withdraw your child, you must contact the Head Teacher in writing. Withdrawn students will be allowed to work in a different area of the school and will be set work or to complete any homework tasks they may have. (See RSE policy for further information.)

#### **4. OUTCOMES AND ASSESSMENT IN PSHE**

There are two broad areas for assessment in PSHE:

1. Student's knowledge and understanding, for example, information on health eating.
2. How well students can use their knowledge in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

Feedback on student's progress in PSHE will not be via curriculum levels but by mapping student's knowledge and skills via surveying tools within the Wellio platform. Teachers will assess the output of these surveys for each student and give an effort grade that will appear on the student's reports.

#### **5. MONITORING AND EVALUATION OF PSHE**

Monitoring of the delivery, content, teaching and assessment of PSHE is directly linked to the school monitoring procedures (see Teaching and Learning Policy).

#### **6. USE OF COMMUNITY BASED AGENCIES**

A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in PSHE in schools. Visitors will follow the standard safeguarding procedures and their input is reviewed and evaluated by the PSHE lead.