

P7. PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION POLICY

*Our mission is to develop happy, confident and successful children
who are well prepared for their future.*

ISSR no.	5a
Policy Owner	Deputy Head Pastoral
Reviewed by Deputy Head Pastoral	20.11.25
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INTRODUCTION

PSHE stands for 'personal, social, health and economic' education. The 'E' in PSHE covers economic wellbeing and careers. PSHE education is a school curriculum subject that helps children and young people stay healthy, safe and prepared for life in modern Britain. This also includes the teaching of fundamental British Values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Most of PSHE education became statutory in September 2020 under the Children and Social Work Act. The Act introduced compulsory Relationships Education in all primary schools and compulsory Relationships and Sex Education in all secondary schools. Health Education, both mental and physical, became statutory from key stages 1 to 4. This brought all schools more in line with independent schools who were already required to teach all of PSHE education.

The Department for Education (DfE) calls PSHE education 'an important and necessary part of all pupils' education' and that 'all schools should teach PSHE, drawing on good practice'. A DfE evidence review highlighted the subject's importance to children and young people's wellbeing and knock-on effects on academic achievement, stating that 'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'. This policy should be read in conjunction with the:

- Safeguarding and Promoting the Welfare of Pupils Policy
- Health and Safety Policies
- Equality, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- E-Safety
- ICT Acceptable Use
- Relationship and Sex Education Policy
- RSE and Health Education for teaching after September 1st 2026
https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf



- RSE and Health Education for teaching until August 31st 2026
https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships_Education_RSE_and_Health_Education.pdf

THE IMPORTANCE OF PSHE AT WESTBROOK HAY

The purpose of PSHE is to promote spiritual, moral, social and cultural (SMSC) development of pupils while at school and to prepare them for the opportunities, responsibilities and experiences of later life. At Westbrook Hay we aim to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

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 their communities. In doing so it is hoped they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. The pupils will be encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the SMSC concepts that are part of growing up.

They will also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. The pupils will learn to understand and better respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

WHOLE SCHOOL APPROACH

- All curriculum areas have a contribution to make to the child's SMSC development and opportunities for this will be planned across the curriculum;
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.
- All staff will model and promote positive behaviour, treating all people as unique and valuable individuals by showing respect for all pupils and their families;

- Pupils will be encouraged to value themselves and others;
- Pupils should learn to differentiate between right and wrong in as far as their actions affect themselves and other people;
- Pupils should understand the need for high expectations of behaviour and the need to embrace and demonstrate the school's values of courage, independence, integrity, reflective learner, responsibility and togetherness for the good of everyone;
- Staff should reiterate, promote and reward good behaviour and provide opportunities to celebrate pupils' work and achievements;
- The school community will also be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

AIMS, CONCEPTS AND DELIVERY

The main aims for PSHE are to provide pupils with:

- Accurate and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The main concepts of PSHE are:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these);
- **Relationships** (including different types and in different settings);
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet);
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings);
- **Diversity** and **equality** (in all its forms);
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts);

- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes);
- **Career** (including enterprise, employability and economic understanding).

How we intend to deliver these aims and concepts:

- To ensure that everyone connected with the school is aware of our values and principles;
- To ensure a consistent approach to the delivery of PSHE through the curriculum and the general life of the school;
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;
- To ensure pupils' education includes the teaching of fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- To acquire social independence and competence;
- To be aware of safety issues;
- To be independent and responsible members of the school community;
- To be positive and active members of a democratic and multicultural society;
- To develop good relationships with other members of the school and wider community;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society;
- To enable pupils to develop an understanding of their individual and group identity;
- To ensure that pupils know what is expected of them and why;
- To give pupils opportunities to learn about how they grow and change;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience;
- To give each pupil the opportunity to explore SMSC concepts, and develop a sense of social and moral responsibility;

- To have respect for others;
- To know and understand what constitutes a healthy lifestyle;
- To understand the need to protect our environment;
- To understand what makes for good relationships with others.

TEACHING PROVISION

The Head of PSHE leads the teaching provision of the PSHE curriculum throughout the school in the Pre-Prep, Prep and Senior Sections. The Head of PSHE will:

- Champion the cause of PSHE and ensure that the PSHE curriculum is delivered to a high standard;
- Monitor and evaluate the delivery of the PSHE curriculum and pupils' progress;
- Carry out a continuous process of review and development of the PSHE curriculum;
- Liaise with the Deputy Head (Academic) and the Academic Leadership Team (ALT) regarding the staffing of PSHE and teaching of the PSHE curriculum;
- Liaise with the Deputy Head (Pastoral) and Pastoral Leadership Team regarding the content of the curriculum;
- Liaise with the Designated Safeguarding Lead and Designated Safeguarding Team regarding any national, local or school-specific trends that could be built into PSHE lessons that may help further safeguard the pupils;
- Liaise with the Heads of Section to ensure that the PSHE curriculum delivered to the pupils in their sections is meaningful and appropriate to their age, aptitude and background;
- Identify 'PSHE Coordinators' within sections and across year groups who can help ensure that the curriculum is delivered to a high standard;
- Provide support for the staff delivering PSHE Lessons;
- Manage the PSHE Budget.

At Westbrook Hay School, the PSHE curriculum is delivered within a whole school approach which includes:

- Timetabled PSHE Lessons each week;
- Teaching PSHE through other subjects/curriculum areas;
- Through form periods, assemblies, school events and wider community activities;
- Through pastoral care and guidance

Through teaching and discussion, pupils will be given the opportunity to:

- Consider others needs and behaviour;
- Develop a sense of belonging;
- Develop self-esteem and a respect for others;
- Discuss and debate with others;
- Explore relationships with friends/family/others;
- Express and clarify their own ideas and beliefs;
- Learn an awareness of treating all as equals, and developing a tolerance of people who are physically, mentally or culturally different;
- Listen and talk about personal experiences and feelings;
- Promote spiritual, moral, social and cultural (SMSC) development of pupils
- Share thoughts and feelings with other people;
- Show empathy;
- Speak about events that challenge them;
- Take turns and work cooperatively/collaboratively;
- Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise;
- Use IT in planned opportunities to support the curriculum.

Practical activities which will help pupils develop their PSHE skills are:

- Appreciation of and respect for the work and performance of other pupils regardless of ability;
- Diverse curriculum exploring different cultures and socio-economic backgrounds, supported by visits from writers and artists and participating in workshops and educational visits;
- Encouraging teamwork in PE and Games;
- Encouraging the pupils to behave appropriately at all times;
- Meeting people from different cultures and countries;
- Opportunities for the pupils to hear and see live performances by professional actors, dancers and musicians;
- Participating in The School Council, The Charities Committee and Eco Warriors;
- Participation in live performances;
- Studying the contributions to society that certain famous people have made;

- Taking part in the Leadership and Responsibilities Programme, such as being a Head Pupil, Deputy Head Pupil, Ambassador, Junior Prefect (Year 6).
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations;
- Working together in different groupings and situations.

Links with the wider community:

- Planned visits from authors, artists, musicians, religious leaders are organised;
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it;
- The development of a strong home-school link is regarded as very important, enabling parents and teacher to work in an effective partnership to support the pupil;
- The school will support the work of a Charity chosen by the Charities Committee;
- Visitors are welcomed into school.

SCHEME OF WORK

Westbrook Hay use 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) for PSHE, a scheme of work provided by Coram Life Education. Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to pupils across the United Kingdom. Coram Life Education's PSHE scheme of work, 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship), offers a whole-school approach to wellbeing and mental health. This is taught in conjunction with material from the PSHE Association.

Meeting all DfE requirements for statutory RE and HE, and mapped to the PSHE Association's Programme of Study, SCARF is a framework consisting of lesson plans, online planning, assessment and Ofsted tools to give staff the skills and confidence to embed a comprehensive RE, HE and PSHE Education from Nursery to Year 9.

Each year is split into six suggested half-termly units of: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. Please see below the suggested topics covered in each half term:

NURSERY	Me and My Relationships • Marvellous Me! • I'm special • People who are special to me Valuing Difference • Me and my friends • Friends and family • Including everyone Keeping Safe • People who help me and keep me safe • Safety Indoors and Outdoors • What's safe to go into my body Rights and Respect • Looking after myself • Looking after others • Looking after my environment Being my Best • What does my body need? • I can keep trying • I can do it! Growing and Changing • Growing and changing in nature • When I was a baby • Girls, boys and families
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RECEPTION	Me and My Relationships • All about me • What makes me special • Me and my special people • Who can help me? • My feelings • My feelings (2) Valuing Difference • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend Keeping Safe • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe Rights and Respect • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe Being my Best • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep
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	Growing and Changing • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys
YEAR 1	• Me and My Relationships • Why we have classroom rules • How are you listening? • Thinking about feelings • Our feelings • Feelings and bodies • Good friends Valuing Difference • Same or different? • Unkind, tease or bully? • Harold's school rules • It's not fair! • Who are our special people? • Our special people balloons Keeping Safe • Super sleep • Who can help? (1) • Good or bad touches? • Sharing pictures • What could Harold do? • Harold loses Geoffrey Rights and Respect • Harold has a bad day • Around and about the school • Taking care of something • Harold's money • How should we look after our money? • Basic first aid



	Being my Best • I can eat a rainbow • Eat well • Harold's wash and brush up • Catch it! Bin it! Kill it! • Harold learns to ride his bike • Pass on the praise! • Inside my wonderful body! (OPTIONAL) Growing and Changing • Healthy me • Then and now • Taking care of a baby • Who can help? (2) • Surprises and secrets • Keeping privates private
YEAR 2	Me and My Relationships • Our ideal classroom (1) • Our ideal classroom (2) (OPTIONAL) • How are you feeling today? • Let's all be happy! • Being a good friend • Types of bullying • Don't do that! • Bullying or teasing? (OPTIONAL) Valuing Difference • What makes us who we are? • My special people • How do we make others feel? • When someone is feeling left out • An act of kindness • Solve the problem Keeping Safe • Harold's picnic • How safe would you feel? • What should Harold say?



	• I don't like that! • Fun or not? • Should I tell? Rights and Respect • Getting on with others • When I feel like erupting • Feeling safe • Playing games • Harold saves for something special • Harold goes camping (OPTIONAL) • How can we look after our environment? Being my Best • You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • What does my body do? • My body needs... (OPTIONAL) • Basic first aid Growing and Changing • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Some secrets should never be kept
YEAR 3	Me and My Relationships • As a rule • Looking after our special people • How can we solve this problem? • Tangram team challenge (OPTIONAL) • Friends are special • Thunks • Dan's dare • My special pet (OPTIONAL)

	Valuing Difference • Respect and challenge • Family and friends • My community • Our friends and neighbours • Let's celebrate our differences • Zeb Keeping Safe • Safe or unsafe? • Danger or risk? • The Risk robot • Super Searcher • Help or harm? • Alcohol and cigarettes: the facts • Raisin challenge (1) (OPTIONAL) Rights and Respect • Helping each other to stay safe • Recount task • Our helpful volunteers • Can Harold afford it? • Earning money • Harold's environment project • Let's have a tidy up! (OPTIONAL) Being my Best • Derek cooks dinner! (healthy eating) • Poorly Harold • Body team work • For or against? • I am fantastic! • Top talents • Getting on with your nerves! (OPTIONAL) Growing and Changing • Relationship tree • Body space • None of your business! • Secret or surprise?
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	• My changing body • Basic first aid
YEAR 4	Me and My Relationships • Human machines • Ok or not ok? (part 1) • Ok or not ok? (part 2) • An email from Harold! • Different feelings • When feelings change (OPTIONAL) • Under pressure Valuing Difference • Can you sort it? • What would I do? • The people we share our world with • That is such a stereotype! • Friend or acquaintance? • Islands Keeping Safe • Danger, risk or hazard? • How dare you! • Keeping ourselves safe • Raisin challenge (2) • Picture wise • Medicines: check the label • Know the norms (OPTIONAL) • Traffic lights (OPTIONAL) Rights and Respect • Who helps us stay healthy and safe? • It's your right • How do we make a difference? • In the news! • Safety in numbers • Harold's expenses (OPTIONAL) • Why pay taxes? • Logo quiz (OPTIONAL)

	Being my Best • What makes me ME! • Making choices • SCARF hotel • Harold's Seven Rs • My school community (1) • Basic first aid • Volunteering is cool (OPTIONAL) Growing and Changing • Moving house • My feelings are all over the place! • All change! • Preparing for changes at puberty (formerly Period positive/preparing for periods) • Secret or surprise? • Together
YEAR 5	Me and My Relationships • Collaboration Challenge! • Give and take • Communication (OPTIONAL) • How good a friend are you? • Relationship cake recipe • Our emotional needs • Being assertive Valuing Difference • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • Stop, start, stereotypes • It could happen to anyone (OPTIONAL) Keeping Safe • Spot bullying • Play, like, share

	• Decision dilemmas • Ella's diary dilemma • Vaping: healthy or unhealthy? • Would you risk it? • 'Thinking' about habits (OPTIONAL) • Drugs: true or false? (OPTIONAL) • Smoking: what is normal? (OPTIONAL) Rights and Respect • What's the story? • Fact or opinion? • Mo makes a difference • Rights, respect and duties • Spending wisely • Lend us a fiver! • Local councils (OPTIONAL) Being my Best • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities? • Basic first aid, including Sepsis Awareness Growing and Changing • How are they feeling? • Taking notice of our feelings • Dear Ash • Growing up and changing bodies • Changing bodies and feelings • Help! I'm a teenager – get me out of here! • Dear Hetty (OPTIONAL)
YEAR 6	Me and My Relationships • Working together • Let's negotiate (OPTIONAL) • Solve the friendship problem • Dan's day (OPTIONAL)

	• Behave yourself • Assertiveness skills (formerly Behave yourself - 2) • Don't force me • Acting appropriately Valuing Difference • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes Keeping Safe • Think before you click! • It's a puzzle (OPTIONAL) • To share or not to share? • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal? • Joe's story (part 1) (OPTIONAL) • Joe's story (part 2) (OPTIONAL) Rights and Respect • Two sides to every story • Fakebook friends • What's it worth? • Jobs and taxes (OPTIONAL) • Happy shoppers - caring for the environment • Action stations! (OPTIONAL) • Project Pitch (parts 1 & 2) (OPTIONAL) • Democracy in Britain 1 - Elections • Democracy in Britain 2 - How (most) laws are made • Community art (OPTIONAL) Being my Best • This will be your life! • Our recommendations • What's the risk? (1)
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	• What's the risk? (2) • Basic first aid, including Sepsis Awareness • Five Ways to Wellbeing project Growing and Changing • I look great! • Media manipulation • Pressure online • Helpful or unhelpful? Managing change • Is this normal? • Making babies • What is HIV? (OPTIONAL)
YEAR 7	Me and My Relationships • Friendship • Commitment - what does it mean? • Coercive friendships • Cyberbullying - Gone too far • Back me up - bullying and bystanders • Nettiquette - keeping safe online Valuing Difference • Self-esteem (1) • Self-esteem (2) • Body image and advertising • Stereotypes and equality • LGB equality • Protect and respect Keeping Safe • Social media • Why is there advertising on social media? • Introducing and recognising consent • Deciding what to watch • Understanding drugs • Tobacco - risks and influences Rights and Respect • How do you make a relationship work? • Living together, Marriage and Civil Partnerships

	• Speed Friending • Unwritten rules and managing conflict • Grooming and sexual exploitation • Something's not right Being my Best • Magic • Sleep • Dealing with change • Going to get through this • Unhelpful thoughts • Building connections Growing and Changing • How my body changes as I grow • Changes • Masturbation • Menstruation • Dental hygiene and flossing • First Aid Champions – Part One
YEAR 8	Me and My Relationships • Qualities of a partner and talking about relationships • Relationships on screen • What consent means in a relationship • Introduction to domestic violence and abuse • The idea of sexual rights (including FGM) • What's ok and not ok? Valuing Difference • Freedom Fighters (Gender) • More about gender • Disability and relationships • Discrimination, Today and Yesterday • Walls • Fact vs Fiction Keeping Safe • Making disclosures • It's not ok – Mikey's story

	• Preventing assumptions related to consent • It's not ok - Lee-Ann's story • Healthy relationships online • Alcohol and risk • Age of consent (OPTIONAL) Rights and Respect • Online behaviours • Body image in a digital world • Bullying and cyberbullying • Online stress and fear of missing out (FOMO) • Getting personal: a tailored advertising experience • The science of blood donation Being my Best • Physical and mental wellbeing • Can being healthy be fun? • Green Spaces • Feeling Emotional • Looking after myself and others • What to do when you like someone Growing and Changing • Making my choices: waiting for sex • Choices about contraception • About Sexually Transmitted Infections (STIs) and Blood Borne Viruses (BBVs) • Porn: what you should know • First Aid Champions -Part Two • First Aid Champions -Part Three
YEAR 9	Me and My Relationships • Listening, understanding and communicating • Love, etc. • Romantic and Loving Relationships • If I were a parent • Myths and realities - domestic violence • Partner control, coercion and violence.

	Valuing Difference • Three sides to every story • Us vs Them • Sexual diversity • Race and white privilege • Actions and consequences • A fair and equal opportunity to enjoy good health Keeping Safe • Exploring attitudes • Drugs and the law • Managing risks and influences • Gambling - how can we manage risk? • Serious and organised crime • Forced Marriage, FGM Rights and Respect • Fake news, fake people • Banish body talk • Managing challenging content • Sending Nudes • Principles of healthy sexual experiences • Sexual Harassment Being my Best • The Worry Tree • Longing and bereavement • What is self-care • Gender Stereotypes • Belonging Growing and Changing
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	• Can you get pregnant? • Getting pregnant • Condoms • Sexually transmitted infections • Sexual Health • First aid Champions – Part four
Year 10	Health and Wellbeing Physical and Mental Health • Mental health and ill health • Stigma and being able to talk about their emotions • Safeguarding Health e.g. exercise, hygiene and healthy eating • Safeguarding health during periods of transition or change- e.g. impact of puberty • Relationship between physical and mental health Living in the wider world Financial decision making • The impact of financial decisions • Debt • Gambling • The impact of advertising on financial choices Relationships Healthy Relationships • Different types of relationship, respectful relationships and sex expectations • Myths • Pleasure and challenge • Impact of media and pornography • Sexual health inc. abortion

	Living in the wider world Exploring influence and The Law • Influence of drugs inc. alcohol, vaping, tobacco and illegal drugs • Influence of gangs • Influence of Role models e.g. influencers and incels • Internet safety and harms e.g. online influences, online relationships • Relationships Addressing extremism and radicalisation • Communities • Belonging • Challenging extremism inc. religious, political, beliefs. Living in the Wider World Work experience Preparing for and evaluation of work experience and readiness for work
Year 11	Living in the Wider World Building for the future • Self-efficacy inc. budgeting, managing work/life balance. • Stress management • Future opportunities e.g. learning pathways beyond 16 4. Importance of co-curricular/ external commitments. Living in the wider world Next Steps • Application processes and CVs • Skills for further education inc. employability and online presence • Employment and career progression

	Relationships Communication in Relationships • Personal values • Assertive • communication (including • in relation to consent, contraception • and sexual health) • Relationship challenges and abuse. • Recognising vulnerability, risk of radicalisation and prevent. Health and Wellbeing Independence • Responsible health choices. • Safety in independent contexts inc. social situations, festivals and first aid. • Registering with and accessing doctors, sexual health clinics, opticians and other health services Relationships Diversity and Inclusion and the Law • LGBTQ+ • Different families and parental responsibilities. • Equality Act and Protected Characteristics. • Marriage, forced marriage, FGM and changing relationships.
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EQUALITY AND SEND

Westbrook Hay is aware of its requirement to comply with relevant requirements of the Equality Act 2010. Under this Act the School does not unlawfully discriminate against pupils because of any protected characteristics:

- Age;
- Gender Reassignment;
- Being Married or in a Civil Partnership;
- Being Pregnant or on Maternity Leave;
- Disability;
- Race including Colour, Nationality, Ethnic or National Origin;
- Religion or Belief;
- Sex;
- Sexual Orientation.

Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. We also should consider the wider pupil body, including the gender and age range of the pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics, which mean that they are potentially at greater risk. At Westbrook Hay, we always consider what we can do to foster healthy and respectful communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic. We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff and policy have an important role to play in modelling positive behaviours.

PSHE must be accessible for all pupils, and this is particularly important when planning teaching for pupils with Special Educational Needs and Disabilities. At Westbrook Hay, we ensure that there is high quality teaching that is differentiated and personalised as the starting point to ensuring accessibility. We acknowledge that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND or protected characteristics, and therefore PSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

MONITORING AND EVALUATION

PSHE is monitored and evaluated by PSHE Teachers, Head of PSHE, PLT, EG, Head and the Court of Governors. The school will assess the effectiveness of the policy, aims and teaching in promoting pupils' learning through planning, lesson observation,

surveys of pupils and staff and feedback from parents. As a result of this review process, changes will be made to PSHE curriculum as appropriate.

All staff receive appropriate training for the delivery of PSHE and are supported with teaching and resources. Staff will critically reflect on their work through the revision of their planning and discussing the effectiveness of the teaching and learning via the Head of PSHE and members of the Academic Leadership Team and PLT. Pupils will have opportunities to review their learning during lessons through assessing prior knowledge and reflecting on what they have learnt during a topic or talk. Pupil voice will be used to tailor the PSHE curriculum to match the different needs of pupils through surveys and feedback from teaching sessions.

SAFEGUARDING

Staff are aware that effective PSHE education delivery can lead to a disclosure of a child protection issue. If such a disclosure is made, staff will consult with the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL. All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a pupil exist.

External agencies that support the delivery of PSHE will be required to observe the School's Visiting Speakers' Policy, sharing their material with the school and, where necessary, prior to delivering lessons to the pupils. The protocol when inviting visitors into lessons is for a member of staff to be present and the content of the presentation to be in line with the policies and ethos of the school. Visitors will not influence pupils with their own beliefs. It is the responsibility of members of staff to ensure these steps are taken.

WORKING WITH PARENTS AND GUARDIANS

The school works closely with parents and guardians to ensure that they are aware of what is being taught, providing additional resources and support on request. The school communicates with parents and guardians at least once each academic year to provide an overview of the PSHE curriculum and to inform parents and guardians of any additional sessions (Growing Up Talks etc.). The 'Personal, Social, Health and Economic (PSHE) Education' Policy is available to parents through the School's website. Parents will be informed in advance when sex education talks are taking place and the right to remove their child can be requested. In such cases, a

member of the PLT, Head of Section or a member of EG will contact the parent to clarify the nature and purpose of the curriculum.