Pocklington School

Personal, Social, Health Education (PSHE) Policy

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Introduction

At Pocklington School, we see Personal, Social, Health and Economic (PSHE) education as essential to students' time here.

This policy covers our school's approach to our PSHE lessons and Curriculum. It was produced by The Head of PSHE through consultation with the Deputy Head (Academic). The policy is available to parents and carers through the School website.

Aims and objectives

Our overarching aims and objectives for our pupils are to enable them to discuss sensitive, controversial and challenging social and moral issues and to make sense of them in the context of pupils' own life experiences. We aim to enable students to make informed, positive choices, by way of accurate information and opportunity for discussion and understanding.

This policy informs the school's overarching aims and objectives by forming the basis of our PSHE planning and delivery.

This policy is informed by our school's values which are as follows:

Trust	The Foundation's Christian ethos guides our caring and straightforward approach. We treat each other with respect and uphold our tradition as friendly and compassionate schools
Truth	We value debate which is open, honest and informed to stimulate creativity, intellectual curiosity and initiative
Courage	We challenge ourselves and each other to change for the better

Procedure

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by operating under a clear set of guidelines (see appendix B), by responding appropriately to the needs and concerns of young people, and ensuring that lessons are conducted within an appropriately structured and delivered curriculum.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by working closely with pastoral/wellbeing staff and parents.

This policy is informed by the school's safeguarding/child protection policy.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality, religion or personal circumstance by encouraging an environment of open discussion in lessons. Views may be expressed and challenged by staff and students.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through the normal lesson programme, although annual consultation with the SENCO will ensure targeted support where needed.

The content of our lessons with regards issues related to equality or discrimination of any sort is guided by the equality act (2010).

The promotion of partisan political views is prohibited.

Appropriate steps are taken to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils

Intended outcomes/ Provision

As a result of our PSHE programme of learning, pupils will, by the conclusion of their PSHE curriculum, have covered the required topics outlined by the Statutory guidance, a link to which is located at Appendix C.

Learning and teaching/ Curriculum

Principles and Methodology

The programme will be taught through a range of teaching methods within a classroom environment. By its very nature, discussion forms a core part of the delivery of the subject, with students given chance to reflect in writing both in regularly lessons and in assessments every half term.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by encouraging open discussion and providing support, scaffolding, and modelling of good practice.
We will help pupils make connections between their learning and 'real life' behaviours by drawing examples where appropriate.

Planning

The full PSHE curriculum will be covered across Key Stages 3-5, in a spiralling model. Broadly speaking, each term or half term will focus on one of the core areas of PSHE (RSHE, Health and Wellbeing, and Economic Wellbeing), and these will be revisited each year in greater or more age-appropriate depth.

Timetabling

We allocate curriculum time to PSHE education.

Our PSHE education takes place as a weekly lesson for 1st and 2nd year pupils, and a biweekly lesson for 3-5 Year and L6th. In addition, some year groups will have a planned off-timetable day on discrete topics.

Our PSHE education provision is planned effectively to ensure that each year can build on the knowledge gained in the previous year, and so improve knowledge and understanding as pupils progress through the school.

Assessment

We will assess pupils' learning and progression through regular class discussions and a written assessment roughly every half term.

We will evidence pupils' learning and progression by maintaining written workbooks that students are encouraged to regularly complete.

Teaching responsibility and staff training

The programme will be led by the Head of PSHE. It will be taught by PSHE teachers.

Teachers responsible for teaching PSHE will receive training through in house training and training provided by the PSHE association and other organisations.

We will use external contributors where appropriate to support off timetable days or discrete talks where appropriate.

When using external speakers to deliver aspects of our PSHE programme we will ensure they are carefully chosen and abide by the school's requirements on external speakers.

Confidentiality and handling disclosures

We will set the PSHE ground rules (see appendix B) at the start of every academic year, and revisit when required.

In accordance with safeguarding policies, students will not be promised confidentiality, but where they seek a private conversation for support or concerns, this will be facilitated as appropriate. If a pupil raises a concern, we will refer to the DSL/Pastoral staff as appropriate.

Responding to pupils' questions

Pupils' questions will be answered honestly, to an age appropriate level, by their PSHE staff. If the question raises concerns, this will be passed to the appropriate pastoral staff or a response given by the PSHE teacher or Head of PSHE. Questions related to RSHE are covered in the RHSE policy.
We will allow pupils to raise questions by email or other requested options outside of lessons.
If a safeguarding issue is raised by an anonymous question we will consult with the DSL.

Links to other school policies and areas of the curriculum

This policy works alongside our RSE Policy.
Learning in PSHE classes will link to/complement learning in a range of subjects, including History, RE, ICT and Biology.

Involving parents and carers

Parents will be informed about the policy and Schemes of Work of PSHE through an annual email update. The policy will be available to parents via the school website.

We are committed to working with parents and carers by encouraging an open dialogue with PSHE staff, via our annual PSHE policy communication. This ensures that parents are fully aware of what is being taught and have the opportunity to raise questions or concerns. Where required and requested, support and information can be provided to parents on PSHE topics. Parents are also welcome to discuss any aspect of PSHE at any time, by contacting the Head of PSHE. We also hold an annual in-person or online presentation for parents to outline the policies and schemes of work in detail.

Details on the parents right to withdraw can located in the RSE policy – parents are informed of this right by the online publication of this policy.

Roles and responsibilities

The PSHE programme will be led by the Head of PSHE. It will be taught by PSHE teachers within the context of PSHE lessons and wider events eg off timetable days.

PSHE Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Ensuring their knowledge of the topics is current.
- Modelling positive attitudes to PSHE, as with any other subject
- Responding to the needs of individual pupils
- Responding appropriately to the diverse range of opinions and views expressed by students and staff

The Head of PSHE

Is responsible for:

- Developing and updating teaching resources
- Providing support/training for PSHE teachers
- Monitoring PSHE lessons and staff
- Responding to wider PSHE related issues across other areas of School life

The Deputy Head (Academic)

Is responsible for:

- Policy and curriculum-based oversight of PSHE and RSHE

The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSHE (see the separate RSHE Policy).

The Governing Body

The governing body will approve the PSHE policy and hold the Head of School to account for its implementation.

Oversight of PSHE policy is undertaken by the Governors and will be undertaken by the Head of PSHE in September of each academic year to ensure it meets current requirements and guidance.

Appendix A – Current Schemes of Work

First Year		
1	Introduction	Point and purpose of PSHE
2	Mental Wellbeing - Yourself and others, Emotions, Friendships and bullying	Managing Emotions and distractions
3		Stress, tension. Self-esteem and positive thinking, sources of support (including chatbots)
4		peer influence, bullying and bystanders
		Friendships and interactions with others - challenges and benefits, including coercive friendships
6	Families and Changing relationships	Light and Difficult changes – Family Roles, types and relationship changes, grief, loss, divorce and separation
7		Managing Conflict Looking at the problems that can arise in a family unit, the changes that can occur and how to tackle these (including available sources of support)
8		Who can help us? Family Courts
9		Just in case - Abuse and disclosures (inc FGM)
10	Puberty and physical wellbeing	Physical Wellbeing Essentials – Diet, Sleep, Exercise, hygiene and dental care. Maintaining these and making good choices, impact on body image
11		Harmful substances (caffeine, alcohol, drugs, vapes and smoking)
12		Puberty – Physical Looking at the physical changes for both genders (including personal hygiene, menstrual health, vulva care and testicular health)
13		Puberty – Emotional Emotional changes (including burgeoning attraction inc. LGB), wellbeing, media influence and body image
14	Relationships	Healthy relationships Types of relationships (family, friends, work etc) and how to maintain heathy relationships generally and value difference
15		Relationships in society - Key terms – Identity, rights, responsibilities, diversity, equality, prejudice, discrimination, stereotypes, bullying, manipulation, bigotry.
16		Romantic relationships – qualities, rules, expectations (inc communicating consent).
17		Online relationships Positives and negatives Inc. sexual image sharing
18		Consent

		Knowing what consent is, appropriate times and places to be touched. FGM covered here.
19		*Early Sex
20	Media and relationships	Deciding what to watch
21		On-screen relationships
22		Managing Challenging content (including pornography)
23	Personal Finances	Budgeting and spending decisions, value for money
24		The world of Work
25		How money works – Inflation and interest
26	Summary and Focus	Final assessment – Dear Future Me
First aid sessions – Medical Team		
1	CPR	
2	Burns, bruises, breaks and bleeds	
Tutor Sessions		
1	Challenges of moving to a new school/establishing friendships	
2	Study Skills	
3	Personal Strengths and areas for development – Goal setting	
Off-timetable Day Topics		
1	Enterprise	
2	Risk taking behaviour	
3	The critical consumer	

Second Year		
1		Intro lesson
2	Personal risk and influences	Everyday risk 1 – Making good choices in food, exercise and sleep
3		Everyday risk 2 - Out and about – roads, water
4		Alcohol, Medicinal and recreational drugs
5		Cigarettes and vapes
6		Knives
7	Prejudice and discrimination	Discrimination – Key terms (Including protected characteristics) and free speech
8		Discrimination – disability
9		Discrimination – Sexism and gender-based violence
10		Discrimination - sexuality
11		Discrimination – Race
12	Mental health and emotional wellbeing	Sources of poor mental health, Myths and stigma of mental health and body image
13		Coping strategies – Negative (including online and AI)
14		Coping Strategies - Positive
15	Finances	Banks - accounts, statements, cards, loans and apps
16		Debt management and budgeting
17		Influences and decision making in the economy - phones and online apps. Gaming, social media, and algorithms (Click and pay)
18	Intimate relationships	the qualities of positive, healthy relationships, and how to demonstrate positive behaviours in healthy relationships
19-20		*The ins and outs - Sex and masturbation facts and myths (including Q&A)
21		the law in relation to sexual consent, the legal and moral duty of the seeker of consent, and the effective communication of consent. Will include discussion of sexual assault.
22		Contraception and STIs
23		Harmful sexual behaviour, Sexual harassment, Sexting and sexual image sharing – managing requests, deepfakes
24		*Forming intimate relationships (when and how to do so and advance the relationship – inc readiness for sexual activity (and reference to knowledge of own sexuality as part of this)
25		Impact of sexualised media and pornography
26		Year Summary/final assessment
First aid sessions – Medical Team		
1	Anaphylaxis	
2	Managing Conditions	
Tutor Sessions		

1	Types of work and work place, goal setting and aspirations
2	Equality in the work place – Gender pay gap explained, stereotypes and discrimination in the workplace
3	Future Goal setting
ICT lessons	
	about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online •

Third Year		
1	Personal health	Puberty still sucks – managing emotions, setbacks, distractions, and disappointments
2		Coping Strategies – positive and negative – and conflict resolution
3		Being you – Character, self expression, influences, and body modifications
4		Making your decisions – Facts, myths on substances
5	Risk, behaviour and the law	The law around substance abuse, influence, definitions and terminology
6		Organised Crime and Cybercrime
7		Personal safety in public – sources of aid and what to watch for, Run Hide Tell.
8		Misogyny and deepfakes
9	RSE online and offline	*Sexual activity – Delay, choice, readiness, intimacy without sex and ending relationships
10		Contraception and how to discuss safe sex, STIs,
11		Sexual and genital health (including self checks), pregnancy, unplanned pregnancy, sexual health clinics
12		Sexual image sharing and pornography, sextortion
13		*Consent in practice – scenarios, myths, misconceptions and best practice. Continuous right to withdraw consent, and capacity to consent. Rape and sexual assault to be covered here, along with strangulation
14		Open Q&A
Tutor Sessions		
	Exploring career interests, Work patterns and workplaces, Managing pressure and seeking support, Preparing for KS4 options, Opportunities, strengths and managing online presence. Showcasing personal strengths	

Fourth Year		
1	Independent health choices	Mental Health, puberty, reframing negative ideas, emotional ill-health
2		Personal Medical intervention – vaccinations, immunisations, registering with and accessing doctors, sexual health clinics, opticians and other health services, how to manage influences and risks relating to cosmetic and aesthetic body alterations, about blood, organ and stem cell donation
3		Personal health – Self checks, testicular cancer, breast checks, menstruation and genital health revisited
4	Influences, relationships and the online world	Evolution of friendships and bullying – challenges and navigation, what's to come and what's changed, unhealthy responses to bullying, bystanders.
5		AI and its place in our lives – chatbots, AI, deepfakes, evaluating truth
6		Online relationships – influence, norms, behaviours. Sexual image sharing
7		Diversity and extremism
8	Personal finances	Finance intro – averages, patterns, attitudes and influences
9		Intro to tax, wages, interest, savings and loans
10		Gambling (how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling, strategies for managing influences related to gambling, including online)
11	RSE	Consent - ethical and legal implications, including manipulation, coercion, and capacity to consent, rape and sexual assault
12		*Sexual relationships, attitudes, expectations and behaviours (inc pleasure, sexual health, LGBT, asexuality, abstinence and celibacy)
13		Impact of the media and pornography on Sexual relationships, attitudes, pressure coercion and exploitation
14		Q&A
Tutor Sessions		
	Identifying career preferences, Navigating the careers landscape, Mapping a career path, Making a good impression, Preparing for work experience	

Fifth Year		
1	Personal wellbeing	Stress and stress management, how to manage work/life balance,
2		Managing personal risk in independent contexts
3		Life changes, grief, loss, travel and changes.
4		Drugs, influences and getting help, legal impact and penalties
5	Personal Relationships and family life	Healthy, unhealthy and exploitative relationships, boundaries and control
6		Marriage and parenting
7		Fertility, birth, pregnancy and unplanned pregnancy
8		Childcare
9	RSE	*Healthy Sexual relationships – options and influences
10		*Consent in practice and positive communication within sexual relationships
11		Q&A

Lower Sixth

1	Independent living	Sources of support – organisations, people, rights and responsibilities
2		Personal Safety – Living with others, living alone, and travelling. Responding to aggression, pressure and escalation.
3		Personal Health - Signs of mental health problems, addiction, self-harm, common health problems.
4		Food, budgeting, healthy eating, groceries and shopping
5	World of Work	Building workplace relationships, dealing with challenge and conflict in the workplace
6		Complaints, discrimination and workplace rights
7	Personal finances	Personal Finances – Savings and loans, debts
8		Finances 2.0 – taxes
9		Housing and mortgages
10		Crypto, money making risks, online spending
11		Contracts, renting, finance arrangements and consumer rights
12	RSE	Navigating attitudes to faith, sex, contraception, children, and conflict
11		Communicating wants and needs in a sexual relationship, different ways that people express emotional and physical intimacy in relationships, negotiating contraception
12		Consent in new and casual relationships, decision making and safety.
13		When it goes wrong – responding to rape, sexual assault, abuse and sources of support, forced marriage and honour based violence
14		Q&A

Appendix B - PSHE Guidelines for the Classroom

Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.

Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned, we are at risk, in which case they will follow the school's safeguarding policy.

Non-judgmental approach: It is okay for us to disagree with another person's point of view, but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.

Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.

Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask.

Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.

Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Appendix C – Statutory Guidance

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf