



PSHE (Senior School) Policy

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Description: This policy outlines the Senior School's approach to the provision of Personal, Social, Health and Economic Education.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

I. RATIONALE

- I.1 To provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We believe that it is important to empower students with the mental, physical, and spiritual skills they will need to cope as adults.
- I.2 Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social, and cultural issues that are part of growing up.
- I.3 They learn to understand and 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.



- 1.4 The Senior School PSHE curriculum is balanced and broadly-based, and aims to:
- promote the spiritual, moral, cultural, mental, and physical development of students at the school and within the wider society,
 - prepare students for the opportunities, responsibilities, and experiences of adult life.
- 1.5 The development of the skills, personal qualities, attitudes, knowledge and understanding required to achieve these aims is constantly changing, reflecting the times in which we live. As a result, it is necessary for the teaching of PSHE to include a wide range of education styles and is not simply classroom based.

2. THE AIMS AND OBJECTIVES OF PSHE

2.1 The PSHE curriculum seeks to make students confident, considerate, and enterprising while allowing active, responsible, and informed involvement in family, community, economic and civic life.

2.2 The objectives for teaching PSHE include:

- To develop students' rational thinking skills so that they make informed decisions
- To enable students to communicate effectively
- To develop the necessary skills for forging and managing relationships
- To develop the ability to work with others
- To encourage students to take responsibility for their own learning and to develop a positive attitude
- To develop students' ability to act on their own informed ideas and opinions
- To enable students to have respect for others with particular regard to the protected characteristics under the Equality Act 2010. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- To encourage children to evaluate their own and others' work and lifestyles, and give them a sense of purpose
- To develop the ability to cope with challenges, successes and failures
- To develop self-confidence
- To enable students to understand the need for self-control
- To develop student's listening skills
- To provide knowledge of the world around them and prepare them for adult life
- To encourage students to be active citizens within their local community and play their part in a democratic society, and to recognise both their rights and responsibilities.
- To help students become healthy and fulfilled individuals
- To understand how the increasing use of artificial intelligence impacts their lives



3. TIME ALLOCATION

Formal PSHE teaching takes place within Tutor Group lessons (period 1) on Fridays. The activities and approaches vary according to year group, but structured activities are directed weekly by the Heads of Year and according to established Schemes of Work which are available on FireFly.

4. TEACHING METHODS

- 4.1 A variety of teaching and learning strategies are used to deliver PSHE which consider the students' age, development, understanding and needs. The teaching strategies employed enable students to develop and practise their skills of negotiation, debating, decision-making, assertion, research, problem-solving and collaboration. The students are also given the opportunity to develop their own attitudes and values.
- 4.2 The Schemes of Work are based around the PSHE Associations Schemes of Work which covers a comprehensive PSHE and Relationships and Sex Education programme for Key Stages 3 & 4. Students have a PSHE folder and/or workbook depending on the year group in which they make notes and work through relevant exercises. Please see FireFly for Years 7-11 Schemes of Work and Appendix B for guidance for Sixth Form tutors.
- 4.3 We use the Votes for Schools platform through Years 7-11. Most weeks, during Monday or Friday form time, the students discuss a Vote Topic such as "Can chart music teach us about black history?", "Is AI-generated content too believable?" and "Will vaping be banned?". The students work through some resources on a PowerPoint which could include videos, newspaper articles, statistics, people opinions etc and then they discuss this in class and individually vote on the week's question by answering yes or no.
- 4.4 Within formal PSHE lessons it is important for teachers to create an atmosphere in which students feel:
 - Comfortable, trusted and supported
 - Able to contribute and work collaboratively
 - Able to reflect on emotive issues such as abortion, euthanasia and bullying
 - Supportive towards each other
 - Willing to express their feelings within a safe environment
- 4.5 Students are encouraged to work in active ways through such methods as debating, brainstorming, creating displays, role play, videos, trips, workshops, and theatre projects.
- 4.6 Significant aspects of the PSHE programme are also taught outside the formal PSHE lessons, and include:
- 4.7 Certain topics are covered within **academic teaching**, such as reproduction, diet, obesity & healthy living, discussions of morality in issues such as dissection, genetic engineering and conservation in Biology lessons; discussions on ethics, spirituality and morality are held in Philosophy & Religion; the English and Drama departments include role play in their teaching on issues such as health, Islam and women's roles; History considers the different perceptions of Empire and what it is to be British. Students learn about financial management in Economics & Business studies



- External Speakers e.g. on topics such as e-safety, addictions, mental health, first aid and consent
- Workshops e.g. 'Show Racism the Red Card' (Year 8); trips to 'Safe Drive, Stay Alive' for Year 12 students, CV writing workshops for Year 12
- A wide range of extra-curricular Clubs & Activities take place each week, designed to develop skills, enrich understanding and build self-esteem
- Residential trips and activity programmes focused on building esteem
- Guidance and workshops on Work Experience placements, UCAS applications, CV writing and interview techniques help to develop older students' understanding of the world after they have left School and the need for employability skills.
- The Assembly programme is used to cover certain PSHE areas, such as the importance of charity, reading, mental health and the concept of identity, as well as the need to have high aspirations and to practise hard. Year Assemblies focus particularly age-specific concerns such as e-safety, body image, stress or bullying relevant to the particular year group. The revised mobile phone approach for Year 7 students will be a focus for the 2024-25 academic year,
- There are several whole-school religious services that take place each year: Founders' Day, Christmas, and Easter Services
- A high proportion of students in Years 9-13 are involved in the Duke of Edinburgh Award Scheme, and as part of that initiative they are expected to engage in a programme that requires them to learn a skill, perform community service and complete an expedition as part of a trained group.
- Specific events take place within the academic year that focus on raising awareness of particular themes, such as the whole-school mock elections run by the Politics Club, or the annual Mental Health Awareness Week run by the Psychology Department.
- The Careers Programme supports students in all year groups in making suitable choices. This includes:
 - Year 7: Personal identity and values; learning skills and teamwork
 - Year 8: Aspirations for the future; career choices and identity and the world of work
 - Year 9: Online careers profiling to help students prepare for GCSE options
 - Year 10: Careers workshops with the Schools' Careers Advisor which cover CV, work experience and volunteering and importance of personal achievements/interests, CV building and development. An off-site week of work experience takes place towards the end of the summer term.
 - Year 11: students use the UniFrog website to research careers and log achievements to date. They also have 2 careers workshops with our Careers Advisor, these cover paid/ professional work experience and CV development and Options after A-levels (University, Gap Year, apprenticeships/ School leaver Programmes)



- Yr 12: Post 18 options; university, apprenticeships, work, gap year Higher Education Conference
- Yr 13: UCAS support and careers workshops

5. THE HOUSE SYSTEM

The House System at the Senior School plays a central role in supporting the aims of the PSHE programme in the following ways:

- Inter-house events foster competition and encourage participation in a range of sporting and creative activities on a regular basis, this includes termly Interhouse afternoons where students compete in a wide range of activities from spelling bees to dodgeball.
- The range of age groups from Year 7 to Year 13 within each house enables students to interact with older / younger students in ways they would not do in their normal academic lives.
- The House System provides the primary focus for charity fundraising within the School and raises awareness of particular charities.

6. STUDENT CONSULTATION & SUPPORT

- 6.1 Students are consulted on a range of issues within the School through online student questionnaires and through student focus groups led by Deputy Head (Pastoral) and Deputy Head (Academic).
- 6.2 Issues raised by these methods are considered and, in most cases where feasible, acted upon.
- 6.3 For new students to the school, a survey is sent out during the first half term and results discussed with Heads of Year.
- 6.4 There are several initiatives within the School that enable students both to develop pastoral understanding and self-esteem, particularly in the context of how to manage particular skills or problems, such as:
 - Mentoring of students in Years 7-9 with special educational needs by sixth formers who have also got similar needs
 - Sixth Form mentoring of students in Years 7-11, with guidance provided by Tutors and Heads of Year.
 - The Student Voice has representatives from Years 7-13 and they work with the Sixth Form Student Leadership Team. Together they act as student 'voice' and also work with the Prep Student Council and meet once a term to discuss key issues like kindness at Lingfield.
- 6.5 Student opinion is asked for in a variety of ways e.g., online questionnaires and student focus groups for feedback about PSHE content and outside speakers



7. PARENTAL INVOLVEMENT

- 7.1 It is vital to have the support of parents and the wider community for the School's PSHE programme. Parents are regularly invited to talks by external speakers on topics such as addictions or e-safety, and we provide an annual talk on the SEND provision within the School.
- 7.2 Parents are able to access FireFly to view details regarding the curriculum.
- 7.3 The Headmaster holds Parent Forums and consults the invited parents on areas such as pastoral care and the provision of PSHE among other things.
- 7.4 Information about particular issues such as E-Safety or a talk about self-harm is sent home to parents on a regular basis.
- 7.5 There is a Mental Health and Well-being section on Firefly, the school's Virtual Learning Environment, which both parents and students can access on particular topics covered in the PSHE syllabus, such as anxiety and panic, body image and self-esteem and exam stress. It is hoped that, on using this resource, students and parents will be able to gain some valuable information and support in as private a means as possible.

8. EVALUATION OF PSHE PROVISION

The PSHE co-ordinator, Heads of Year and Deputy Head (Pastoral) monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness is conducted on the basis of:

- Student and teacher evaluation of the content and learning processes by questionnaires
- Annual parental questionnaire
- Year team meetings to review and share experience
- Changes in legislation that require specific topics to be introduced, such as Sex and Relationship Education from Sept 2020

9. TRAINING & SUPPORT FOR STAFF

- 9.1 Guidance is given to Tutors by the Heads of Year, and it is made clear that if they have problems with addressing certain topics, then there are means by which this problem can be addressed, such as team teaching or asking other colleagues to take a particular session.
- 9.2 Staff are encouraged to attend parent talks and often observe PSHE/RSE sessions delivered by external speakers.
- 9.3 Certain wider aspects of the PSHE curriculum such as mental health and E-Safety may be addressed in the form of inset sessions run by external speakers
- 9.4 The PSHE co-ordinator attends relevant PSHE training insets
- 9.5 Resources for teaching are created by tutor teams and the PSHE co-ordinator and shared online
- 9.6 Staff have in-house training and planning sessions with their Year Team and/or the PSHE and Form Time Coordinator half termly. These are twilight sessions and are complemented by informal weekly Year Team meetings.



10. LINKS WITH OTHER POLICIES

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Equality, Diversity and Inclusion (LP-PW-011)
- First Aid (LP-PW-014)
- E-Safety Senior School (LP-PS-013)
- Careers (LP-CS-048)
- Antibullying and Cyberbullying (LP-PW-003)
- Eating Disorders (LP-PS-010)
- Self-Harm (LP-PW-029)
- Drugs and Substance Misuse Senior School (LP-PS-017)
- Safeguarding and Child Protection (LP-PW-034)

Last reviewed August 2025

Next review due August 2026