


<p><b>Dronfield Henry Fanshawe School</b></p> 	<p><b>Personal, Social, Health and Economic Education Policy and Guidance</b></p>	Author:	SMO/ LWA
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## **DHFS vision statement**

### ***Success with Care***

Dronfield Henry Fanshawe School strives to provide a high-quality educational experience for all students, through an enriching curriculum that enables them to acquire a deep knowledge of the world in which they live so that they can develop a love for learning and can thrive personally, economically and academically, in life. The school aims to engage and inspire the students of today, from Y7 to Y13, to grow and develop into rounded citizens that become positive, caring and successful members of society and are equipped to become the leaders of tomorrow.

## **Context:**

At Dronfield Henry Fanshawe School, we want our students to:

- Be motivated and enjoy learning
- Develop a range of skills to equip them for a successful adult life, such as independence and ambition
- Be confident, responsible, happy and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day

### **In a school:**

- That fosters individual talents and abilities in every child
- That has high expectations for itself, its staff and students
- That celebrates success and achievement in all its forms
- That values the role parents and carers play
- That is continually striving to improve

## **Ownership:**

This PSHE Policy and Guidance has been created utilising the ongoing input of students, teachers, support staff, parents/carers, governors, PSHE Association guidance and the Department for Education statutory policy.

## **Definition, aims and rationale**

This policy covers our school's approach to PSHE education. This includes information about Aims, Roles, Timetabling, Curriculum Design, Teaching and Learning, Establishing a Safe Environment, Responding to Questions and Disclosures, Equal Opportunities, Assessment, Engaging Parents/Carers and Other Stakeholders, Evaluation, Policy Links and Linked Laws.

### ***PSHE Vision Statement***

*Throughout our spiral curriculum, PSHE at DHFS has one clear vision. This is to teach the vital life skills necessary to navigate the wider world safely, and with a strong moral compass.*

At our school, Personal, Social, Health and Economic education gives students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our PSHE curriculum underpins our school ethos which involves promoting a broad and balanced curriculum that provides opportunities for an individual to gain a rounded education. PSHE enables students to reflect on the world around them and engage in a positive way to the challenges and opportunities which are presented through life. Students are given the space to recognise the responsibility they have as citizens of the world and to develop their moral compass. It helps them to develop resilience and critical thinking so that they can navigate their lives safely.

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 self-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.

### **Roles and responsibilities**

PSHE education is led by the Curriculum Leader for PSHE who is supported by the Assistant Curriculum Leader for PSHE. There are close working links with the Assistant Headteacher who is responsible for Personal Development and Wider Curriculum.

PSHE is taught by members of teaching staff from across the school. Teachers responsible for teaching PSHE receive training through designated PL (professional learning) time throughout the year. This is sometimes delivered in-house and other times delivered by external agencies who the Curriculum Leader has a working relationship with. We use external contributors when a PL need has been identified within the staff body which is best met by external specialism in a particular area. When using external speakers to deliver aspects of our PSHE programme, we do this in line with our External Contributors Policy & Guidance. We ensure that the Curriculum Leader has met with them in advance and created the aims in collaboration so that there is a clear understanding of what will be communicated; with resources and planning sent in advance. We monitor and evaluate our choice of visitors by conducting staff voice, as well as through our regular RA (reflection activity) programme. Any PL that staff undertake is embedded into the PSHE curriculum by giving staff time to reflect on their practice. Any approaches which are agreed upon as a common approach are embedded into resources, to support staff in implementing the curriculum.

### **Timetabling**

Timetabled lessons are the most effective way to deliver PSHE education, to ensure progression through a spiral curriculum. As such, this is the model we adopt at DHFS, along with planned PSHE Days which are used to extend our programme.

We allocate:

- 2 hours per fortnight in KS3
- 1 hour per fortnight in KS4
- 2 hours per fortnight in KS5

These timetabled lessons follow content led by the PSHE Curriculum Leader and delivered by a range of different teachers with different specialisms.

Our provision is further enriched by PSHE Days in KS4 which are led by the PSHE Curriculum Leader and delivered by a range of different teachers with different specialisms. These days provide an in-depth focus on topics. There are also strong interconnections with PSHE within our mentor and assembly programme.

## Curriculum design

At DHFS, PSHE focuses on six 'Big Ideas':

- Health and wellbeing
- Life beyond school
- Staying safe
- Relationship and sex education
- Rights, responsibilities, and British values
- Celebrating diversity and equality

The aim of our PSHE education curriculum is for students to develop the following knowledge, skills and attributes in relation to each of these Big Ideas:

### Knowledge and understanding

- To understand key ideas
- To understand influencing factors
- To identify similarities and differences

### Skills and strategies

- To recognise and respond to signs
- To develop ways of managing situations
- To develop their decision-making skills
- To be able to access advice and support

### Attributes and attitudes

- To justify their own views and values
- To reflect on their personal strengths and areas for development
- To be able to critically evaluate

During Key Stage 3, students will explore the following themes:

- **Health and Wellbeing** (focus on developing a sense of self, developing inter-personal skills, understanding puberty, body image, media and loss/grief)
- **Relationships and Sex Education** (focus on boundaries, respect, friendships, healthy relationships, sexting, sexual consent and contraception)
- **Life Beyond School** (focus on problem solving, volunteering, budgeting and workplace skills)
- **Celebrating Difference and Diversity** (focus on prejudice and discrimination, protected characteristics and inter-personal skills)
- **Staying Safe** (focus on online safety, risks and effects of drugs and gangs)
- **Rights, Responsibilities and British values** (focus on politics, extremism and human rights)

During Key Stage 4, students will explore the following themes:

- **Health and Wellbeing** (focus on maintaining good mental health, resilience, healthy vs unhealthy coping strategies, body image, gambling and substance use)
- **Relationships and Sex Education** (focus on types of relationships, porn, values, online relationships, harassment, sexual images, readiness for sex, miscarriage, contraception, family planning and gangs)

- **Life Beyond School** (focus on workplace discrimination, careers, finances, interviews, online reputations and online extremism)
- **Rights, Responsibilities and British values** (focus on taxes, politics and human rights)

During Key Stage 5, students will explore the following themes:

- **Health and Wellbeing** (focus on menopause, staying healthy and bereavement)
- **Relationships and Sex Education** (focus on friendships, sexual health, family planning and infertility)
- **Life Beyond School** (focus on worldviews, values, career pathways, problem solving and money management)
- **Staying Safe** (focus on substances, identity and knife crime)
- **Rights, Responsibilities and British Values** (focus on politics, extremism and race)
- **Celebrating Difference and Diversity** (focus on social justice)

We ensure the curriculum is broad and balanced by utilising our Big Ideas which ensure that we cover the full scope of PSHE, giving a fair amount to each Idea. We spiralise our Big Ideas throughout the curriculum so that students build on their knowledge, skills and attitudes as they return to Big Ideas in each key stage. Our curriculum is age-appropriate, with carefully chosen topics that are in line with student voice and feedback from our safeguarding team.

## **Teaching and learning**

Consistency is achieved through the adoption of a whole school approach to the planning and delivery of all topics. Staff use whole-school pedagogical methods (such as No Opt-Out questioning and Turn and Talk) to ensure students' full participation.

PSHE is taught through a range of teaching methods, including discussions, written work, research, reflection time and reading. Our lessons develop knowledge, skills and attributes through engaging with spirals topics, at increasing depth. This results in regular opportunities for retrieval of knowledge which helps students to retain knowledge over time.

The information we provide in PSHE is kept accurate and up to date. This is done by staff reporting to the PSHE Curriculum Leader if they find an area which needs to be reviewed/strengthened. This is then assessed and amended, as necessary, by the PSHE Curriculum Leader. Where possible, throughout resources, sources are provided which include facts and statistics to support up-to-date information. We also utilise local and national data to inform our curriculum as well as trends spotted by safeguarding team across the school and local area. RSE is taught by classroom teachers so that students are familiar with the staff members and they have a rapport with the class, to help all students feel safe and be able to engage with the learning.

We help students make connections between their learning and 'real life' behaviours by providing opportunities for personal reflection (both written and verbal) as well as using scenarios which students spend time analysing. We promote help-seeking through the signposting of support networks, both inside and outside of school.

## **Establishing a safe learning environment**

PSHE education covers topics which are close to students' real-life experiences, it is therefore essential to establish a safe learning environment, where students are not put at risk of emotional harm. PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques.

We establish ground rules with all classes (as seen below). These are unchanging throughout all key stages so that students become familiar with them. Students are reminded of them at the start of each lesson. Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from students. Our ground rules include: be honest and open, no personal questions and use agreed terminology.

<b>Show respect</b> •By listening •Not interrupting •Only 1 person talking at a time	Be open and honest but <b>no personal comments</b> – Discussions will be about <b>'general situations'</b>	<b>Don't make assumptions</b> about people's values, attitudes, behaviours, life experiences or feelings
You don't have to say things about yourself if you don't want to	<h2>Classroom Ground Rules</h2>	There are <b>no stupid questions</b> .
It's OK to get things wrong	Some lessons may include content that may be <b>difficult or triggering</b> . If you struggle with anything, let your teacher know.	Have a <b>non-judgemental approach</b> . No put downs and challenge the opinion not the person
Enjoy the lesson, challenge your perceptions and <b>understand how to seek further advice and support</b>	Use the agreed appropriate Language ( <b>Avoid slang terms</b> )	Conversations stay in the room unless it is a <b>safeguarding issue</b>
	Don't show the fact you are embarrassed through silliness	

Distancing learning is where students are supported to consider a topic in a removed way, rather than in a personal way which is related to themselves. They may have had or be having a similar experience, but distancing means they can experience it objectively. This can help them tap into the learning, implicitly or explicitly – for example, by considering how to help someone else in a particular situation they might then think of using those methods for themselves, or they may reframe a situation they are struggling with by thinking of it in objective terms. We use distancing techniques depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows students to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps students learn and then reflect on how it applies to their own lives. Teachers can also be less anxious about the possibility of upsetting students, unintended disclosures or inappropriate comments. The following are examples of distancing questions which can be used:

- What is happening to them?
- Why might this be happening?
- How are they feeling?
- What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

It is a common misconception that if a child or young person is shocked or scared by what they are shown they will avoid the behaviour in the future. When experienced in a safe setting, shocking images become exciting, and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response. Therefore, best practices and research demonstrate that sessions should not include graphic images of injuries, incidents, scenes e.g., a knife injury, sexually transmitted infections, images of a smokers' lung. At DHFS, resources are checked regularly to ensure that there are no images or scenes that might be shocking, harrowing or scary for the age group. We also ensure that we use a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

## **Responding to questions and managing disclosures**

Teachers will always attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary, refer to the PSHE Curriculum Leader for advice and support.

Teachers will also follow the following guidance:

- if a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later, on an individual basis.
- if a question is too personal the teacher should remind the students of the ground rules.
- teachers will set the tone by speaking in a factual way and ensuring that students discuss issues in a way encourages positive participation.
- pause discussions if the answer is not known by the teacher, to seek guidance from additional research or the PSHE Curriculum Leader. This can be readdressed with the student(s) later.

Due to the nature of PSHE education, students' learning may result in them making a disclosure. If a student makes a disclosure, we will always follow the whole school safeguarding procedure. In PSHE, conversations should stay in the room unless there is a safeguarding concern. Both staff and students are clear on this as it is one of our ground rules. This policy is informed by the school's safeguarding/child protection policy: <https://dhfs.uk/wp-content/uploads/policies/child-protection--safeguarding-2025-26.pdf>

## **Equal opportunities**

The school's programme of study for PSHE is designed to ensure that all children have full and equal access. This means that differentiation may occur to support students and students are not withdrawn from PSHE lessons.

Children may have varying needs, regarding PSHE, depending on their circumstances and background. The school strongly believes that all students should have access to PSHE that is relevant to their needs. Teaching considers the age, ability, sex, readiness, personal circumstances, SEND and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Extra, targeted work can be provided for vulnerable students.

### Gender specific

The needs of all genders: We will consider the needs of any gender and consider approaches that will actively engage them. We shall also be proactive in combating sexism, sexual bullying, gender stereotyping and misgendering. This also includes addressing any examples of misogynistic or misandrist behaviours displayed by our students in an individualised and appropriate manner.

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: Our approach to PSHE will include sensitive, honest and balanced consideration of sexuality. We actively tackle HBT (homophobic, biphobic, and transphobic) bullying.

Learners with SEND: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that may impact the manner in which they are able to engage with some of the PSHE content.

Our approach to students with SEND will be a personalised approach. In most cases this will mean adaptations for the class teacher to suit the needs of all students. The PSHE department, led by the Curriculum leader, will continue to work collaboratively with the SENDCo to ensure that all students are

able to access and engage with the PSHE curriculum in a manner that is appropriate for each individual student. Alongside this, all teachers of PSHE apply the strategies as outlined in the DHFS SEND Toolkit .

Persistent Absentees or students who are unable to attend school: We understand that for a variety of reasons, a number of our students may be unable to attend PSHE lessons (for reasons such as a personalised or part time timetable) or school at all (for medical reasons). Consequently, The PSHE department, led by the Curriculum Leader, works alongside the SENDCo and the Alternative Provision Lead to ensure that appropriate work is sent to these students ensuring that they are able to keep up with their peers.

## **Assessment**

We believe that effective assessment is an essential and integral part of all aspects of the school curriculum. We also recognise that the PSHE curriculum brings its own special requirements. It is important to recognise that assessment in PSHE education is not about 'passing or failing'. Instead, the focus is on teachers and students knowing what has been learned, and how learning and understanding has progressed.

We assess students' learning and progression in each lesson via AfL (assessment for learning) techniques. These may take the form of questioning, quizzes, written summaries, Turn and Talk etc. Teaching is then adapted as a result. Each lesson has clearly defined end points against which students are assessed.

Students complete written end-of-topic assessments throughout the year which enable them to show what they have learnt and consolidate knowledge. Teachers provide feedback on this work and students spend time reflecting and improving (DIRT).

The whole-school SPRs include AtL (Attitude to Learning) grades for PSHE.

## **Engaging parents/carers and other stakeholders**

PSHE is strongest when there is communication and collaboration between school and home. There is no right for parents/carers to withdraw their children from any aspect of PSHE education, except Sex Education taught as part of RSE (Relationships and Sex Education). For clarity on the right to withdraw, see our RSE policy.

The policy is available to parents and carers via our website. We also communicate with parents and carers annually by letter, where we send information about the upcoming curriculum for their child for that year. We also have PSHE items on agendas at parent/carer forum events. Where policies are changed, parent/carer consultation occurs via survey. If a parent/carer has questions about our PSHE provision, they should contact the Curriculum Leader for PSHE.

Consultation with, and involvement of, students in PSHE is crucial if teaching is to meet their needs and address the issues they face. The level of student consultation and involvement will be different depending on their age and level or maturity. Students have been involved in the creation of the PSHE curriculum through student voice which is embedded into the curriculum, via ongoing surveys and discussions. It provides students with an opportunity to reflect on their PSHE provision, comment on the impact it has and offer ideas about topics or activities which would improve their experience. The Curriculum Leader for PSHE and the Assistant Curriculum Leader for PSHE designate time each year to analysing the responses and taking actions, where appropriate, to better meet the needs of our students. The Curriculum Leader for PSHE and the Assistant Curriculum Leader for PSHE also encourage work with the Student Leadership Team (both across the school as well as within the Sixth Form).

## **Monitoring, evaluation and review**

The programme is regularly evaluated by the PSHE Curriculum Leader. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis and is used in conjunction with whole staff and parent/carer feedback. Quality Assurance occurs in line with whole school policy and supports the continual monitoring and evaluation process. It mirrors the quality assurance which is seen in other faculties.

This monitoring and evaluation will be supervised and supported by the Assistant Headteacher responsible for Personal Development and Wider Curriculum.

This PSHE policy will be reviewed every two years as part of the policy review schedule in addition to any further changes made as necessary (for example should new or further statutory requirements be published by the Department of Education or guidance from the PSHE Association). This review will then be approved by Governors before being sent electronically to all parents / carers of DHFS students.

## **Policy links**

This policy supports/complements the following policies:

- Anti-bullying Policy and Procedures
- Assessment Recording and Reporting Policy
- Behaviour and Discipline Policy
- Careers Strategy Policy
- Child Protection and Safeguarding Policy
- Communications Policy
- Drugs and Substance Abuse Policy
- Equalities Policy and Objectives
- E-Safety Policy
- External Contributors Policy & Guidance
- Feedback and Improvement Policy
- IAG Whole School Policy
- Personal, Social, Health and Economic Education Policy and Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)
- Supporting Students with Medical Needs Policy
- Sex and Relationship Education Policy and Guidance

## **Linked Laws**

- Human Rights Act 1988
- Equality Act 2010
- Education Act 1996
- Education Act 2002 Section 80A
- Education Act 2011