



Sibford

Shape your story

PSHE POLICY

Committee Responsible: School Life Sub-Committee (CL)

Reviewed by: Deputy Head (Pastoral)

Adopted by Committee: March 2020

Last reviewed: May 2026

Date of next review: May 2029

1. Introduction and scope

1.1 This policy covers Sibford School's approach to Personal, Social, Health and Education (referred to as PSHE throughout this policy) which promotes the spiritual, moral, social, emotional and cultural (SMSEC) development of our pupils.

It is produced by the Deputy Head (Pastoral) in consultation with Head of Junior School and Heads of Key Stages (PSHE subject leaders), and in consultation with the School Committee who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the pupils' spiritual, moral, social and cultural needs are met.

This is a whole school policy, covering the Early Years Foundation Stage, the Junior and Senior Schools including boarding.

1.2 Parents, carers and guardians will be able to access this policy on the school's website, or in hard copy format if requested.

1.3 The school's PSHE provision dovetails into the pupils' respective curriculums and compliments their learning and way of life within the school community.

2. Whole school values

2.1 This policy has been informed by the Quaker testimonies and our school's overarching vision to engender the Quaker ethos that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are the Quaker values of Simplicity, Peace, Integrity, Community, Equality, Stewardship (SPICES). These values will be actively embraced and promoted through our PSHE programme in conjunction with the school's ERCK values: E (Endeavour) R (Respect) C (Community) K (Kindness) values.

2.3 The PSHE programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

It is integral to bringing the Quaker values to life and ensuring they are relevant to the lives of our pupils both now and in their lives after school.

3. Creating a safe and supportive environment

3.1 In order to deliver a PSHE programme which works within pupils' real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness, whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. We aim to ensure that pupils know that their opinions and questions are valued and respected.

3.2 Where we believe that pupils may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to Sibford School's Safeguarding (Child Protection) Policy and procedures which are contained within the policy.

Vulnerable students are closely monitored, and all efforts are made, wherever possible in delivery and content, to ensure that children with specific issues (of which we are aware) are treated

sensitively when the subject matter may affect them personally. In addition to accessing the PSHE policy via website and, in hardcopy, upon request, content delivered in the PSHE programme is shared with parents in written communications and in person at Year Group parental meetings (Year Group Information Evenings & Parent Evenings)

3.3 In accordance with the government's Prevent Duty, PSHE is one of the ways used to build pupils' resilience to radicalisation – by promoting fundamental British values and enabling them to challenge extremist views.

4. Equality and diversity

4.1 Sibford School is committed to safeguarding and promoting the welfare of our pupils, welcoming pupils from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the school community and the rights and freedoms of others.

4.2 Whilst Sibford School welcomes pupils from all faiths or of no specified faith, the school expects all its pupils to attend Meetings for Worship, which are fundamental to its ethos.

4.3 Sibford School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy (Pupils) in place. The school endeavours to make reasonable adjustments on a case-by-case basis, having evaluated the nature of the need.

4.4 We promote the needs and interests of all pupils, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs by actively exploring and celebrating peoples' differences.

The delivery of PSHE will take into account the ability, age, readiness, and cultural background of our pupils and those with English as a second language to ensure that all can fully access the PSHE programme and is therefore central to reducing the risk of bullying.

4.5 We seek to raise pupils' awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum, tutor time content and Meeting for Worships, which promotes the respect of the rights and views of others.

5. Aims and objectives

PSHE education is a school subject which, combined with a broad and balanced curriculum, enables pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our PSHE provision is a values driven programme, which aims to provide pupils with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum, whole school values and Quaker values.

The curriculum is dynamic and allows us to deliver content that is relevant to current local, national and international issues as they arise as well as provision delivered in line with programmes of study.

6. Intended outcomes

The learning outcomes of our programme will be that the pupils will:

- 6.01 Explore, embrace and take ownership of the school's Quaker values.
- 6.02 Develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities young people will face as they grow up and in adulthood.
- 6.03 Develop pupils' awareness of how to stay safe and healthy.
- 6.04 Build self-esteem, resilience and empathy.
- 6.05 Build upon prior skills and knowledge.
- 6.06 Develop the confidence to ask questions, challenge information and express their views and opinions.
- 6.07 Be able to form relationships, communicate and work with others.
- 6.08 Understand they have a right to feel valued and respected.
- 6.09 Respect others irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs.
- 6.10 Be provided with the opportunity to make real decisions and understand they should take responsibility for their decisions and actions and contribute to the lives of others.
- 6.11 Have the skills to develop as an independent and emotionally resilient individual.
- 6.12 Have an understanding of how to manage their finances responsibly.
- 6.13 Understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 6.14 Have an understanding of local, national and international political issues and views.
- 6.15 Have a strong moral sense of what is right and wrong both legally and ethically (and consequently what is contrary to the law of England).
- 6.16 Acquire a broad general knowledge of, and respect for, public institutions and services in England; and have access to information about events in Britain and the wider World.
- 6.17 Have an understanding of current and emerging risks. 2026 updates include, but are not limited to:
 - Misogyny and harmful gender norms
 - Online harms (including AI and digital manipulation)
 - Pornography framed as a safeguarding issue
 - Personal safety in public and community spaces
 - Financial exploitation

- Loneliness, grief, and emotional wellbeing

7. Key principles and teaching methodology

7.1 The core themes of health and wellbeing, relationships and living in the wider world (economic wellbeing, careers and the world of work) are covered in the school's PSHE provision.

For the Senior School an outline of each year group's PSHE programme of study is available on the school's Sharepoint learning platform. The programme of study is continuously reviewed to take into account the statutory guidance on health education and RSE (Relationships and Sex Education) which has been mandatory in all schools since September 2020. An overview of the Junior School PSHE framework, including RSE, can be found on the Junior School Sharepoint

7.2 In the Senior School, PSHE is delivered in a timetabled lesson on a weekly basis through a range of teaching methods, including group work, discussions and debates, pupil-led projects and presentations and guest speakers. Aspects of the programme of study are also delivered through weekly Key Stage meetings and specially arranged practical sessions.

7.3 In the Junior School, PSHE is delivered in discrete lessons, but is also reinforced regularly through other means such as Meeting for Worship. Further detail can be found in the overview referenced above.

7.4 PSHE Curriculum

Yr7	<u>Year 7 PSHE and RSE Road Map.pptx</u>
Yr8	<u>Year 8 PSHE and RSE Road Map.pptx</u>
Yr9	<u>Year 9 PSHE and RSE Road Map .pptx</u>
Yr10	<u>Y10 Tutor time road map v1.pptx</u>
Yr11	<u>Y11 Tutor time road map v 2.pptx</u>
Yr12/13	<u>Y11, 12, 13 Tutor time road map 2025.pptx</u>

The PSHE curriculum

Year Group	PSHE topics covered	RSE topics covered
7	Health & Wellbeing - Managing emotions - Transition to new school - Managing friendships - Personal safety eg rail, water - Study skills - Communication & Teamwork Living in the wider world - Careers - Equality of opportunity - Challenge stereotypes Financial decision making - Personal finances - Ethical & unethical business - Budgeting - Managing risk-taking behaviour	Relationships: Diversity - Rights and responsibilities - Diverse society - Challenging prejudice - Bullying (inc. online) - Supporting others
8	Health and wellbeing - Social media stress - Group messaging - Self-harm - Knife crime Employability skills/Careers - Attendance and punctuality - Ambition and aspiration - Employability skills & entrepreneurs - Saving & investing money - Teamwork Healthy living - Healthy diet & exercise - Cancer & diseases - Disordered eating Digital literacy -isms (sexism/ableism) - County lines - Mental health	Relationships - Tolerance and mutual respect - Being a man - Alcohol and relationships - Cyber-bullying - Consent - Contraception & STIs
9	Mental & physical Health - Sleep - Healthy eating on a budget - Sexism - Managing anxiety - Happiness	Relationships - relationships in the media - gender equality & stereotypes - sexual harassment - misogyny

	Living in the wider world/Careers • avoiding debt • responsible finances • workplace skills • e-reputation Health lifestyle • health services • prescription drugs • First Aid and CPR • FGM • Gambling Social life • Importance of community • Anti-social behaviour • Volunteering • Algorithms • subcultures	Sex education, grief and conflict • pornography • grief & loss • conflict management
10	• social media • deepfakes • social anxiety • cancer screening • hate crimes • equality • AI • Cyber-crime & the Dark Web • Danger of nitrous oxide • vaping • Exam preparation & stress • Homelessness Work place • Responsibilities • Employment 7 Law • Work experience	Relationships & Sex • Unplanned pregnancy • Tattoos and body modification • Coercive relationships • Gaslighting • Forced marriage • Divorce & separation • Readiness for sex • Family planning Society • Abortion rights • LGBTQ+ • Adoption & fostering • Stalking & harassment
11	Careers • Obsessive behaviour • Criminal behaviour • Choosing post-16 options • Types of employment • CV writing & job interviews Personal Safety • risks on the streets • travel • Ideologies and extremism • Online privacy and data protection	Relationship & Sex education • Fertility • Gender and transgender in society • Language, micro-aggressions and bullying • Online dating • Pronouns and the wider world • Suicide and prevention
12	6 th Form induction	• Managing stress

	• Unifrog • Study skills • Critical thinking Social justice Interview skills Digital footprint Revision skills Careers • CV writing • Job interview preparation	• Drug education • Sexual assault • Honour-based violence • Feminism and gender-based attitudes • Cosmetic & plastic surgery • Aesthetic procedures
13	Futures & Careers • UCAS • Personal statement writing • Leadership and personal branding • motivation Finance • Renting and buying cars • Loans Healthy eating & living	Health & Sex • STI and sexual health • Online sub-cultures • Controlling & coercive relationships • Sex in the media • Positive femininity and masculinity

8. Responsibility for teaching PSHE

8.1 In the Senior School each year group's PSHE programme is produced, reviewed and coordinated by the respective Head of Key Stage and delivered by tutors to their tutor groups. Our School Nurse contributes to the delivery of RSE by offering individual support and guidance. The PSHE programme has been aligned so that the whole Senior School deliver key themes at specific times throughout the year.

8.2 The Senior School programme is the responsibility of the Heads of Key Stage. The Head of Junior School has responsibility for ensuring the programme is suitable for the age and stage of the children in the Junior School.

9. How parents and carers are involved

We are committed to working with parents and carers. We offer support to parents and carers by providing access to the PSHE programmes for each year group and giving an overview of content at the start of the academic year. We strive to keep parents informed of current issues, websites and regularly update parents through newsletters /parent forums and letters home.

10. Guest speakers

Heads of Key Stages may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE education programme to enhance the delivery of PSHE. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the school's safeguarding (child protection) procedure for visitors to assess and limit the risk of harm or radicalisation of pupils in accordance with the Prevent Duty.

11. Legal framework

This PSHE policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- National Minimum Standards for Boarding Schools (September 2022)
- DfE Statutory Guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026)
- DfE Statutory Guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education update (2025)
- Careers guidance and access for education and training providers – DOE 2018 (Update 2025)
- 'Keeping Children Safe in Education' (2022) (Update 2025)
- 'Working together to Safeguard Children' 2018 (updated March 2026)
- The Prevent Duty Guidance for England and Wales
- Sexting in Schools (January 2017)
- EYFS Framework

12. Links to other school policies

This policy supports/compliments the following policies and should be read in conjunction with them:

Behaviour
Community Equality
E-Safety
Health and Safety
LGBTQ+
Medical Policy (including First Aid) and the Medical Procedures document
Relationship and Sex Education
Safeguarding (Child Protection)
Social Respect

This policy will be reviewed every three years by the Assistant Head Pastoral and the Head of Junior School.