Radnor House
SEVENOAKS
celebrating every individual

# Personal, Social, Health and Economic Education (PSHEE) Policy

**Applies to:**

- All staff (teaching and non-teaching), the directors and volunteers working in the School.
- Pupils, Parents and Caregivers

**Availability:**

This policy is made available in the following ways:

- The School's website www.radnor-sevenoaks.org;
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:

David Paton
**Head**

Ian Davies
**Chairman of the Board of Directors**

**Reviewed: September 2026**
**Next Review: September 2027**

1. **Legal Status:**
   1.1. Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015.
   1.2. Complies with the National Curriculum guidance whereby 'all schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice'. The relationships and health aspects of PSHE education have been compulsory in all schools from 2020.

2. **Related Documents:**
   - Keeping Children Safe in Education 2026
   - Anti-Bullying Policy
   - Careers Education & Guidance Policy
   - Curriculum, Teaching and Learning Policy
   - Equality, Diversity and Inclusion Policies
   - Learning Differences and SEND Policy
   - Online Safety Policy
   - Relationships and Sex Education (RSE) Policy
   - Safeguarding Policy;
   - Spiritual Moral Social and Cultural (SMSC) Policy

   2.1. Personal, Social, Health and Economic (PSHEE) Education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
   2.2. PSHEE allows children to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility and make the most of their own abilities and those of others. It has strong links with Every Child Matters outcomes, Spiritual, Moral, Social, and Cultural Values, and the National Healthy Schools programme.
   2.3. PSHEE at Radnor House Sevenoaks (the School) encompasses all areas designed to promote children's personal, social, health & economic development and, in this policy, the term PSHEE is used to refer to taught PSHEE lessons in the allocated curriculum time, cross-curricular elements, form time and registration sessions and workshops, assemblies and sex and relationships education lessons.

3. **PSHEE**
   3.1. Personal: The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.
   3.2. Social The social element focuses on cohesion in both the school and the wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and online bullying.
   3.3. Health: Health education aims to promote an understanding of a range of issues which impact lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental well-being. It also covers issues such as substance and alcohol abuse and the impact this can have on the individual and others around them. Across the whole school health education also includes learning about healthy and unhealthy

relationships as well as staying safe within these relationships. In the senior school, sexual health is delivered at age-appropriate levels.

3.4. Economic: Economic education aims to teach children about the economy and how to manage their personal finances. It aims to provide children with knowledge and tools to improve their economic well-being and the ability to deal with the financial decisions they must make in the future.

**4. Aims**

4.1. The School recognises the importance of PSHE Education to help pupils achieve their academic potential and leave school equipped with key skills they will need throughout life.

4.2. We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly based curriculum that:

4.2.1. Promotes the spiritual, moral, cultural, mental and physical development of pupils. (refer to the school's SMSC Policy for full details)

4.2.2. Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

4.3. The School embraces this as the backbone of its PSHEE philosophy.

4.4. The PSHEE curriculum at Radnor House Sevenoaks is reflective of the school's four core values: **excellence**, **perseverance**, **courage** and **respect**. We believe that the teaching of PSHEE reinforces the expectation that pupils and staff should respect one another and show consideration for all.

4.5. Through our PSHEE programme, we aim to:

4.5.1. Promote respect for fundamental British values, namely the value of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

4.5.2. Develop self-esteem and confidence in pupil's holistic development and within positive, healthy relationships;

4.5.3. Build confidence and awareness of social responsibility and the need to integrate with the community and make a positive contribution;

4.5.4. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain, valuing diversity and promoting equality of all our pupils, parents and staff.

4.5.5. We encourage respect for other people, with regard to the protected characteristics (gender, race, religion and belief, culture, sexual orientation, and disability) under the Equality Act 2010;

4.5.6. Enable our pupils to make informed choices regarding right and wrong choices within their communities;

4.5.7. Encourage discerning questioning of one's values and the values of others, promoting an understanding of and respect for views which differ from our own, while being aware of the features of extremism and radicalisation;

4.5.8. Ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

4.5.9. Provide necessary health education in a manner appropriate to the age and stage of development of the pupils;

4.5.10. Equip pupils with the organisational skills and financial awareness which will enable them to succeed in their working life;

4.5.11. Accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;

4.5.12. Acquire a broad general knowledge of public institutions and services in the United Kingdom to signpost to our pupils places to seek help and support with life and career development.

4.6. In addition to the PSHEE programme, we provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities. Artistic, sporting and cultural opportunities are available to pupils through the school's curricular and co-curricular programme.

## 5. Objectives

5.1. Our objectives are to:

5.1.1. Teach children age-appropriate facts concerning their growth and development as individuals;

5.1.2. Help children to understand concepts such as diversity, tolerance, respect, liberty and equality;

5.1.3. Enable children to acquire skills relating to personal safety, discussion and decision making which are vital to their well-being and their interaction with others;

5.1.4. Encourage children to develop informed opinions and attitudes for themselves about a range of personal, social (including within relationships) and moral issues;

5.1.5. Nurture in children relevant values; and

5.1.6. Give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

5.1.7. All pupils are provided with structured and continuous support throughout their transition from Key Stage 2 to Key Stage 3, ensuring access to appropriate learning opportunities that promote their academic and personal development, and enable a smooth progression from Prep School to Senior School.

## 6. Programme of Study

6.1. The School has a membership of the PSHEE Association and closely follows the PSHEE Association Programme of Study for PSHE Education: (Key stages 1–5), (Programme of Study (pshe-association.org.uk))

6.2. The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

6.2.1. Core theme 1: Health & Wellbeing

6.2.2. Core theme 2: Relationships

6.2.3. Core theme 3: Living in the Wider World

6.3. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in the modern world.

6.4. Continuity and progression is ensured by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

6.5. Further detail of the programme of study for the Senior School can be found in the school's Curriculum Overview Documents that are available on the school website.

6.6. During PSHEE lessons pupils will be given the opportunity to analyse what they do and think but they are also encouraged to question and evaluate their ideas, attitudes and influences. When appropriate, current news items are referred to and discussed.

6.7. PSHEE Drop Down Days are dedicated off-timetable sessions designed to enrich the Personal, Social, Health and Economic Education curriculum. These days support the programme of study by providing pupils with immersive learning experiences and inviting external specialists to deliver expert-led workshops on key topics, thereby deepening understanding and engagement with the curriculum.

6.8. Careers education is embedded across the curriculum and further reinforced through tutor sessions, assemblies, and seminars, ensuring continuous exposure and guidance from Key Stage 1 through to Key Stage 5.

## 7. Time Allocation & Staffing

7.1. One lesson a week for years 7-9 and 1 lesson a fortnight for years 10 and 11. There will be an addition of termly sessions delivered as drop-down sessions to Years 12 and 13 across the year.

7.2. We will also be delivering essential whole-school RSE and PSHEE sessions on a separate drop-down day.

7.3. The curriculum that is delivered during these slots is a significant part of the physical, spiritual and moral teaching which the children receive.

**8. Assessment**

8.1. The School has the same high expectations of the quality of pupils' work in PSHEE as for other curriculum areas, however, it would be inappropriate for assessment in PSHEE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHEE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s); the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

8.2. The way in which PSHEE teachers may assess pupils' knowledge may include questioning, discussion, quizzes, points on a scale, and responding to scenarios.

**9. Relationships and Sex Education**

9.1. At Prep level, RSE will be led by the Prep PSHEE Subject Leader, taught by the class teachers and supported by staff from the Medical Centre where appropriate.

9.2. At the Secondary level, RSE will be the Head of PSHEE, taught by the PSHEE teachers and supported by any other subject teacher that has expertise and curriculum content to cover specific aspects of RSE within their specific subjects.

9.3. Students will also have the opportunity to listen to outside speakers on the subject. Please refer to the school's Relationship and Sex Education Policy for further details.

**10. Preventing Extremism and Radicalisation**

10.1. In line with our Safeguarding policy, PSHEE refers to and addresses aspects of preventing extremism and radicalisation. We help children to adjust their behaviours in order to reduce risks and build resilience, including radicalisation, with particular attention to online safety including the safe use of digital devices and the internet.

10.2. In accordance with the *Prevent* guidance our school endeavours to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering.

**11. New areas of study that will become part of our PSHEE lessons in the future**

11.1. Child financial harm:

- As we all know, online technologies increasingly expose children to financial risk and exploitation, whether through phishing and scams, when gaming, or as a result of pseudo-currencies. At the same time, children are able to buy, trade and earn online more easily. These will become part of the Economic education within PSHEE.

**12. Fully Human**

12.1. Thinking about fundamental questions around:

- What does it mean to be human?
- How is technology challenging the human experience?
- And how can education support young people to live an autonomous and fully human life in the face of these challenges?

**13. Generative AI**

13.1. An introduction to basic AI concepts, explore ethical dilemmas in AI and get students' views on the role of this technology in their lives.

**14. Cross-Curricular Links**

14.1. Aspects of the PSHEE curriculum are not limited to our PSHEE lessons but are embedded and encouraged throughout all areas of the curriculum and school life.

**15. Confidentiality**

15.1. To provide safe and effective practice, we will ensure a safe learning environment by continuing to reinforce the ground rules of any PSHEE lesson that there should be sensitive and appropriate questions and answers and that no person should have to contribute if they feel unable to. In each PSHEE lesson, there will be an opportunity for pupils to ask questions anonymously.

15.2. Staff are advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, the school expects staff to make it clear to pupils that they cannot offer unconditional confidentiality. Pupils are to be reassured that staff will maintain an approach which is in the best interest of the pupil.

15.3. All teaching of PSHEE and RSE will adhere to the school Safeguarding Policy with regard to sharing concerns and disclosures.