



PSHE Policy

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Review Cycle: Annual

Last review date: September 2025

New review date: September 2026

Please see also:

**SMSC in the Burlington House Curriculum
Relationships and Sex Education Policy**

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education**.

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that **all children can achieve**.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the Education Act 1996, which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. **Policy Introduction**

This policy outlines Burlington House School’s plans and procedures for Personal, Social, Health and Economic (PSHE) education.

A definition of Relationships and Sex Education (RSE) and a more detailed explanation of delivery can be found in our RSE policy.

The Department for Education (DfE) specified as part of its national curriculum guidance that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’.

At Burlington House School, we have chosen to embed compulsory Relationships and Sex Education content within the wider framework of Personal, Social, Health and Economic Education (PSHE). We have followed PSHE Association guidance whilst curating our PSHE scheme of work (<https://www.pshe-association.org.uk>).

Burlington House School’s PSHE Policy has been informed by the DfE statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The policy is a working document under continuous review, involving consultation with and input from parents. The policy also reflects the views of and feedback from teachers and pupils.

Our PSHE curriculum covers all aspects of Relationships and Sex Education in an age-appropriate way across our lower and upper schools. At the heart of our provision, there is a focus on keeping children safe, and we ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. The PSHE programme complements the existing national curriculum content without duplication, and regular feedback from subject teachers is used to help assess the impact and effectiveness of the PSHE lesson.

All subjects covered are set within the context of a wider whole-school approach to supporting pupils to have a good sense of self and be prepared for life beyond school.

2. Aims of the PSHE policy:

We aim to ensure that Personal, Social and Health Education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future. The objectives of PSHE lessons are to prepare the pupils for the opportunities, responsibilities and experiences of life.

The PSHE lessons should:

- Support emotional well-being
- Promote self-esteem
- Equip students to make informed choices
- Promote equal opportunity
- Help recognise, form and maintain healthy relationships
- Help young people become responsible citizens
- Foster spiritual, moral, social and cultural awareness
- Develop the power to choose between right and wrong
- Enable students to contribute to a just society

The Burlington House PSHE Curriculum incorporates a “health curriculum” which covers:

- mental health and well-being
- physical health and fitness
- healthy eating, drugs
- alcohol and tobacco
- health and prevention
- basic first aid
- the changing adolescent body

The term ‘Health’ includes both physical and mental health. For further information, see:

[DfE’s guidance on physical health and mental wellbeing](#)

[Better Health: Every Mind Matters](#)

[Rise Above](#)

[Promoting children and young people’s emotional health and well-being: a whole-school and college approach.](#)

Teaching mental well-being is central to all the PSHE subjects and is therefore covered in a series of lessons at the start of each year group’s programme of study. The Core themes are adapted and broken down into six areas in accordance with The PSHE Association’s SEND guidance, with the overarching aim of developing happy, successful and productive members of society.

Character education is at the heart of Burlington House School's Ethos. It is a way of living rather than a set of actions that we adopt at specific times. The school offers a broad range of PSHE themes, and it is incorporated into many areas of the curriculum, such as weekly Gatherings, Humanities and Citizenship, Enrichments and dedicated PSHE lessons.

Underlying all aspects of PSHE is pastoral care, largely provided by the Form Tutors and LSA but also by the in-house integrated Occupational Therapy, Speech and Language Therapy and Counselling teams. There is a duty of care for every Burlington House School pupil, and all aspects of each pupil's development are routinely monitored and regularly assessed.

The regulations specifically require PSHE to encourage respect for other people, with particular regard to the protected characteristics under the [Equality Act 2010](#), of which pupils will be made aware, to the extent considered age-appropriate, to ensure the pupils respect all those with those characteristics.

The protected characteristics as listed in section 4 of the [Equality Act 2010](#) are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation

3. PSHE Lessons (prep/senior):

Each week, a PSHE lesson is delivered to each child within the school. The schemes of work are curated by the PSHE Lead, and the lessons are planned and taught by the form tutor (FT), or appointed teacher, who is fully informed about the needs of all the pupils in the form group.

Already responsible for the pastoral care of their class, the FT/teacher is perfectly positioned to adapt the content of these lessons to suit individual children. The religious backgrounds of our students are taken into consideration when planning teaching that is compliant with the Equality Act 2010, under which religion is a protected characteristic.

The core PSHE themes of Relationships and Sex, Health and Well-being and Living in the Wider World are broken down into digestible subject matter for young people with SEND in accordance with PSHE Association guidelines:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas. There is overlap between the topic areas and sections; for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

The PSHE classroom is a positive space where young people have the chance to shine for their attitudes rather than their knowledge. They are all supported in developing social skills, as these are the softer skills that make a considerable difference to future success. PSHE lessons should be the optimal environment to hone and practice these skills. Best practice has shown that teachers should establish ground rules and avoid personal disclosures during PSHE lessons, and make themselves available for individual and personal questions outside of the class.

It is recognised within our provision that for many young people, the distinction between their online and offline worlds is less distinguishable than that of adults. Therefore, the need for them to understand different types of online content and respond appropriately is supported in the planning. The risks of sharing personal data and cyber criminality are also covered.

The guidance states that schools should tailor the curriculum to the needs of their students; therefore in light of the recent COVID-19 pandemic, Burlington House School will build loss & bereavement into PSHE. Additionally, even though personal finance, careers and some other poignant areas are not statutory, the school will stay flexible and consider the specific needs of our community.

4. Remote Learning PSHE Lessons:

Due to disparities in students' learning environments and a lack of information regarding individual support at home, PSHE provision is pared back during remote learning periods. 'PSHE Light' lessons are planned by the PSHE Lead as 'add-ons' during the extended Form Gathering each week. The topics are designed to inspire discussion between the class members and teach key terms/concepts around pertinent issues such as online safety, navigating online content or mental wellbeing. Due to the already heavy workload placed on teachers during periods of remote learning, no additional work or preparation is required from the form tutors. Lessons are delivered directly into their online Google Classrooms, and teachers are only required to deliver the material and adjudicate discussions.

For further information, see the **Remote Learning / Google Classroom** policies.

5. Assessment:

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact.

Assessment for learning will be carried out over the course of a lesson or series of lessons, and progress will be measured via engagement with the core themes of the PSHE curriculum.

6. The Sixth Form:

Burlington House School continues its PSHE programme into the Sixth Form, where PSHE is complemented by Life Skills/Progression sessions which incorporate Careers Education in addition to Relationships and Sex Education and Health Education lessons.

PSHE, Life Skills and Careers Education takes into consideration the Gatsby Benchmarks, and these are implemented through Life Skills lessons, industry workshop days in professional work environments, sustained work experience in several local businesses and a Next Steps Careers Fair.

The PSHE programme includes Relationships and Sexual Health education delivered by SASH (Support and Advice on Sexual Health) and Resilience (Hammersmith and Fulham Young People's service for Sexual Health and Substance Use) alongside an age-appropriate curriculum which includes topics such as healthy relationships, self-esteem, physical health and fitness and mental well-being.

7. (Prep/Senior) Gatherings:

Morning 'Gatherings' take place at least twice a week to reinforce the spiritual, moral, social and cultural ethos of the school. At Burlington House School, we support a holistic education of each student and attempt to contribute towards the development of the following four key areas of SMSC, whilst actively promoting British values.

Spiritual: We explore the beliefs and experiences of others while identifying and respecting the values of individuals and groups. We support and encourage self-discovery, creativity, reflection and imagination.

Moral: Burlington House School's ethos and teaching help pupils to understand differing views of what is 'right' and 'wrong', while supporting the rule of English and criminal law. Some of our goals include helping students to respect the civil and criminal law, distinguish between right and wrong, approach ethical and moral issues and present balanced views.

Social: Social skills are used in different contexts. We emphasise the importance of working well with others, teach the ability to resolve conflicts and attempt to understand how communities work effectively together.

Cultural: We encourage and promote the respect of one's own culture and the culture of others. Studying cultural influences, we embark on cultural opportunities and seek to understand, accept and respect the diversity of others.

8. Citizenship

Elements of good citizenship (and the systems of citizenship) are embedded within the Religious and Social Studies schemes of work, as well as spoken about explicitly in Gatherings. Our role is to make sure our pupils leave us with a deep understanding of the world around them and their place within that world. Burlington House School pupils are encouraged to keep an open and enquiring mind and to be active citizens. In RSS, pupils learn about the role world religions play in our lives and in our societies so they can recognise the importance of mutual respect and tolerance. They explore what constitutes an identity and study what it means to be an active and

abiding citizen in modern Britain. Pupils also develop an understanding of the UK political system and learn about their rights and responsibilities as individuals, as well as recognising the importance of Human Rights, laws and the power of the Media.

GCSE Citizenship is also studied by students at Key Stage 4 as an 'options' subject.

9. School Council / Student Council

The Senior school council is made up of a democratically elected representative from each form, who meet once per half term to discuss issues raised by pupils. Decisions made by the council are taken to the SLT for ratification. Various charity enterprises are run through the student council. Charities are chosen by the students, and various fundraising initiatives are held each year. The Sixth Form have an elected leadership body - Student Council.

10. Healthy Diet (senior/prep)

The school believes that a balanced, healthy diet is an essential aspect of healthy living, and as such, freshly cooked school lunches are encouraged and catered for. With Meat-Free Mondays and Fish Fridays and a full and varied salad bar, the standard and choice of food is excellent. The teachers eat in the same dining hall as the students and model healthy eating choices and appropriate conduct.

Additionally, Food Tech teaches the students about all elements of food consciousness, from preparation and storage to environmental impacts.

11. Personal Fitness (senior/prep)

Students are given lessons and guidance on personal fitness within the PE Department. A well-planned PE work scheme ensures exposure to many sports, skills and activities, including the promotion of team games and solo pursuits such as HIIT training. Meditation and mindful movement are taught as a way to connect mind and body. A wide variety of extracurricular PE activities are available for both students and staff.

12. Physical Health and Mental Wellbeing

Emphasis is given to the steps pupils can take to protect and support their own health and wellbeing. The relationship between good physical health and good mental wellbeing, and how this influences the ability to learn, is explained in order to be understood by students. Teachers cover self-care, the benefits of physical activity and time spent outdoors and this links to the information provided in PSHE lessons regarding the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils are supported to recognise what makes them feel lonely and helped to learn that self-focused or isolating lifestyle choices can lead to unhappiness, and being disconnected from society can be detrimental to those who have a greater need for companionship and relationships. The school has a team of full and part-time counsellors to support students as required.

13. Duke of Edinburgh's Award: Bronze, Silver, Gold:

The school aims for all students to comprehend the social nature of human beings and that outward-facing activities such as the Duke of Edinburgh Award are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. All students in Year 10 are offered the opportunity to undertake the Bronze Award, before moving forward to the Silver and Gold Awards in Year 11 and the Sixth Form.

14. Governance:

Governance of PSHE and RSE at Burlington House School is overseen by the **Chair of Governors: Mr Koen Claeys**

Appendices:

Appendix 1- PSHE Curriculum Overview.

Further information about our PSHE curriculum and its content is available on our website: <https://www.burlingtonhouseschool.com/>

Appendix 2- PSHE and RSE Regulations

[The Children and Social Work Act 2017](#) provides for PSHE to be made statutory at all schools in England through regulations.

In 2019, a new regulation came into force providing for statutory with regards to Relationships Education, Relationships and Sex Education and Health Education in section 34 of the Children and Social Work Act 2017 requiring relationships education to be provided to pupils of compulsory school age receiving primary education and relationships and sex education to be provided to pupils receiving secondary education.

However, the School recognises that parents have the prime responsibility for bringing up their children and helping them to cope with the emotional and physical aspects of growing up and preparing them for the challenges and the moral and intellectual decisions to be made on reaching sexual maturity.

The school aims to work in partnership with the parents and, in accordance with [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2021](#) (paragraph 13), the school consults parents, through Parent Feedback questionnaires, in developing and reviewing this RSE policy, to ensure that it meets the needs of the pupils and parents and reflects the community that the school serves. Please also refer to [guidance for schools about parental engagement](#).

Parents have the right to withdraw their child from any part of the sex education programme not covered by the Science Orders of the National Curriculum and can apply to the School Office for a sex education withdrawal form. Names of withdrawn children will be supplied to all teaching staff.