



Personal, Social, Health and Economic (PSHE) Education Policy
Prepared by: The Central Team
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1. INTRODUCTION AND AIMS

Burlington House School, Tooting is owned and operated by Cavendish Education.

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.

While this current policy document may be referred to elsewhere in Burlington House School, Tooting 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 who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The 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, Tooting.

The policy documents of Burlington House School, Tooting 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 republication 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.

2. AIMS

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

Our PSHE curriculum is rooted in our ethos and values of pillars which are striving to develop each student's unique potential, personal resilience and skills and highest academic ability.

The aims of Personal, Social, Health and Economic (PSHE) education at [School] are to enable pupils to:

- develop the knowledge, understanding and skills needed to lead safe, healthy and fulfilling lives;
- build positive relationships based on respect, empathy and inclusion;
- develop resilience, confidence and emotional wellbeing;
- make informed and responsible decisions about their health, safety and future;
- understand their rights, responsibilities and role as active citizens; and
- prepare for successful adulthood, including greater independence, employment and participation in society.

Our PSHE curriculum is rooted in our ethos and values of [insert school ethos and values] and is planned to meet the individual needs of all pupils through an ambitious, inclusive and personalised approach.

Within Cavendish Education, PSHE makes a significant contribution to pupils' personal development. Learning is planned and delivered to support progress across the Cavendish Personal Development Scale, recognising that pupils develop at different rates and require personalised opportunities to build the knowledge, skills, attitudes and behaviours that prepare them for successful adulthood.

The PSHE curriculum contributes to the six domains of the Cavendish Personal Development Scale by supporting pupils' development in:

- Emotional Regulation
- Confidence, Self-Esteem and Sense of Safety
- Organisation and Self-Management
- Social Understanding and Relationships
- Communication of Needs and Engagement
- Relational Security and Reflective Development

These domains are developed through planned PSHE learning alongside wider opportunities for personal development, therapeutic support, pastoral care and preparation for adulthood, ensuring that pupils can apply their knowledge, skills and understanding across all aspects of school life.

3. STATUTORY REQUIREMENTS

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

In planning and delivering PSHE, the school has regard to the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, the Equality Act 2010, the SEND Code of Practice and current safeguarding guidance.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) the RSE policy is available as a separate policy
- We must teach health education under the same statutory guidance

4. CONTENT AND DELIVERY

What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on the school website.

For other aspects of PSHE, including health education, see the attached curriculum map/below for more details about what we teach in each Key Stages 3 & 4. Which is set out here what you teach in each year group.

The PSHE curriculum is broad, balanced, age-appropriate and responsive to the needs of all pupils. It is planned to promote pupils' personal development, wellbeing and preparation for adulthood and includes learning about:

- health and wellbeing;
- relationships;
- living in the wider world;
- economic wellbeing and financial education;
- emotional wellbeing and mental health;
- online safety, digital citizenship and media literacy;
- citizenship, rights, responsibilities and British values;
- diversity, equality and inclusion;
- physical health, healthy lifestyles and personal safety; and
- preparation for adulthood, including independence, employability and participation in society.

The curriculum is regularly reviewed to ensure it remains relevant, evidence-informed and responsive to pupils' developmental needs, safeguarding priorities and emerging local and national issues. Individual schools may adapt the curriculum to reflect the needs of their pupils while ensuring that statutory requirements are met.

How we teach it

- PSHE lessons take place as a discrete timetabled lesson for each Key stage to include KS3 & 4.
- The PSHE curriculum is also folded into other parts of the curriculum, and covered as part of the wider school offer, such as in assemblies, whole-school events or tutor time.
- The annual residential school trip is also a key curriculum element of the PSHE curriculum.
- The AST Pastoral has oversight over the curriculum and one teacher delivers the lessons for consistency.
- Teaching will be adapted to meet pupils' individual communication, sensory, cognitive, emotional and developmental needs. Staff will use appropriate scaffolding, visual support, repetition, modelling, practical learning and alternative methods of communication while maintaining ambitious expectations for all pupils.
- The delivery of controversial topics which could raise difficult questions from pupils, are delivered ensuring teachers don't let their personal beliefs and attitudes influence teaching.
- Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them by discussing their concerns with the AST pastoral who has oversight over the curriculum.
Teaching is supported by the Votes for school platform.
- Assessment in PSHE focuses on pupils' developing knowledge, understanding, skills and ability to apply learning. It may include baseline activities, discussion, observation, pupil reflection, practical tasks, quizzes and review of work. Assessment will not seek to judge pupils' personal experiences, beliefs or family circumstances. In summary, teaching should develop, enhance, and widen and enrich a student's own sense of personal development.
- Where appropriate, evidence from PSHE may contribute to wider evaluation of progress through the Cavendish Personal Development Scale, while recognising that the scale is broader than the PSHE curriculum alone.

5. ROLES AND RESPONSIBILITIES

The Governing Body/Directors

The governing body/directors will approve the PSHE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- establishing a safe and respectful learning environment;
- adapting teaching to pupils' needs;
- using approved and age-appropriate resources;
- responding appropriately to safeguarding concerns;
- avoiding the promotion of personal political or religious views;
- contributing to assessment and curriculum evaluation.

The PSHE Lead

The PSHE Lead is responsible for:

- developing and reviewing the curriculum;
- supporting staff with planning and delivery;
- ensuring appropriate progression and sequencing;
- monitoring teaching, learning and pupil outcomes;
- reviewing resources and external provision;
- maintaining links with the Designated Safeguarding Lead, SENDCO and relevant therapeutic and pastoral staff; and
- ensuring the curriculum responds appropriately to emerging local and national issues.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. MONITORING ARRANGEMENTS

The delivery of PSHE is monitored by the Pastoral lead, Mr Matthew Jones (AST) through: Meetings with subject teachers, organising and distributing resources planning scrutinies, learning walks which encompass all year groups to assess differentiated activities.

PSHE provision will be monitored through curriculum and planning reviews, learning walks, review of pupils' work, staff feedback, pupil voice and evaluation of assessment information. Monitoring will consider curriculum coverage, quality of teaching, accessibility, pupil engagement and the impact of provision on pupils' personal development.

This policy will be reviewed by the Cavendish Education Board of Directors/Senior Leadership Team of the school.

7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- [Relationships and health education (RHE)] [Relationships, sex and health education (RSHE)] policy
- Behaviour policy
- Online safety Policy
- Mobile Phone policy

8. APPROVAL & POLICY REVIEW

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
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9. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026