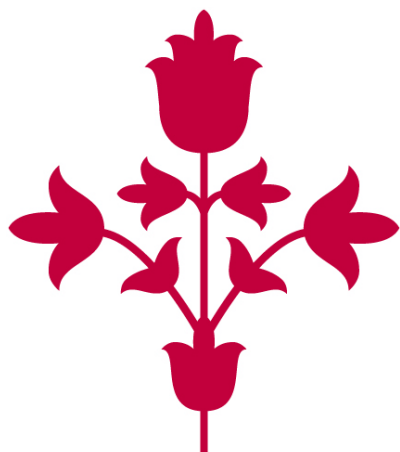




Earlscliffe



STATUTORY SCHOOL POLICY • 2026–27

PSHE Policy

Headteacher	Dr N Robinson
Deputy Headteacher & DSL	Mr L Connolly
Effective	1 September 2026

Implementation note

This policy is intended to be read alongside the published curriculum information and the related Earlscliffe policies listed at the end of this document. It sets out the school's expectations for planning, delivery, safeguarding, inclusion, monitoring and review. The accompanying curriculum map provides the detailed sequence of topics for each year group.

Approval and review record

Version	Date	Summary of change
1.0	September 2026	New Earlscliffe policy drafted from National College exemplar and current school arrangements

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1. Policy statement and rationale

Earlscliffe is committed to a coherent and ambitious programme of personal, social, health and economic education that helps every student to thrive academically, personally and socially. PSHE supports the school's ACE values: Ambition, Connection and Excellence. It develops the knowledge, skills, attitudes and confidence students need to make informed decisions, keep themselves and others safe, form respectful relationships, and prepare for further study, employment, adulthood and life in a diverse society.

The programme is especially important in an international boarding environment. Students are supported to understand their responsibilities within a community, to navigate independence safely, to access help when away from home, and to make healthy and respectful choices in school, in boarding houses and online.

2. Legal and regulatory framework

This policy has regard to the following legislation, statutory guidance and national frameworks, as applicable to Earlscliffe:

- Education Act 2002 and Education and Inspections Act 2006.
- Children and Social Work Act 2017.
- Equality Act 2010 and the Public Sector Equality Duty.
- Education (Independent School Standards) Regulations 2014.
- Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised 2025 and in force from 1 September 2026.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- The SEND Code of Practice 0 to 25 years.

This policy operates alongside the Earlscliffe RSHE Policy, which sets out the detailed arrangements for relationships, sex and health education and the statutory withdrawal provisions that apply to sex education.

3. Roles and responsibilities

Role	Core responsibility
Governing Board	Provides oversight, approves the policy and assures itself that the curriculum is inclusive, effective and consistent with statutory duties.
Headteacher	Ensures that PSHE is properly planned, resourced, staffed and reviewed; handles formal complaints and ensures the policy is implemented.
Deputy Headteacher and DSL	Ensures safeguarding-related curriculum content is safe and current; oversees responses to disclosures and reports on relevant provision to governors.

Role	Core responsibility
PSHE and RSE Lead	Leanne Dinsdale leads curriculum design, sequencing, resources, staff guidance, assessment, pupil voice and quality assurance.
Teachers and tutors	Deliver planned learning sensitively, establish safe discussion routines, model ACE values and report safeguarding concerns promptly.
House Managers and pastoral staff	Reinforce learning in boarding life, identify emerging needs and support students to access internal and external help.
Students	Engage respectfully, contribute to a safe learning environment, ask questions and seek help when needed.
Parents and guardians	Support students' personal development, engage with curriculum information and communicate relevant concerns to the school.

4. Aims and curriculum structure

PSHE is a planned, progressive and revisited programme. It is delivered through designated lessons and supported by tutor time, assemblies, enrichment, careers education, boarding life, service and community opportunities, and cross-curricular links. The programme is designed for Years 11, 12 and 13, with reasonable adaptations where students are younger or have additional needs.

- Health and wellbeing: physical health, mental health, emotional regulation, resilience, self-care, sleep, nutrition, physical activity, substance misuse, addiction, personal safety and first aid.
- Relationships: friendships, family and boarding relationships, respectful communication, consent, boundaries, equality, conflict, bullying, abuse and help-seeking.
- Living in the wider world: citizenship, rights and responsibilities, diversity, democracy, the rule of law, digital resilience, media literacy, financial wellbeing, careers, employability and further study.

The programme is connected to Fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It also provides opportunities to explore the ACE values in practical contexts.

5. Programme of study

5.1 Lower Sixth and Year 12

- Transition to Earlscliffe, belonging and community responsibility.
- Mental health, resilience, help-seeking and healthy routines.
- Healthy relationships, consent, boundaries and respectful communication.
- Digital identity, online safety, social media, misinformation and image-based abuse.
- Substance misuse, risk-taking, gambling and addiction.
- Financial literacy, budgeting, banking, fraud, employment rights and independent living.

- Study skills, careers, UCAS or equivalent pathways, workplace behaviour and professional communication.

5.2 Upper Sixth and Year 13

- Preparing for university, employment and independent adult life.
- Sexual health, contraception, consent, relationships and access to support.
- Mental health, stress management, self-care and supporting peers safely.
- Housing, contracts, personal finance, tax, pensions and consumer rights.
- Civic participation, human rights, social justice, discrimination and respectful disagreement.
- Digital footprint, professional reputation, cyber security and responsible use of emerging technologies.
- Transition planning, safeguarding after leaving school and maintaining healthy support networks.

5.3 Responsive and emerging content

The curriculum may be adapted in response to student voice, safeguarding intelligence, local or national events, emerging online risks, changes in law or guidance, and the needs of the boarding community. Any significant deviation from the published programme will be planned, recorded and communicated appropriately.

6. Teaching and delivery

PSHE is taught by appropriately prepared staff using a range of methods, including structured discussion, scenarios, case studies, reflection, group work, practical tasks, quizzes, visiting specialists and assemblies. Lessons will be factual, age-appropriate, inclusive and purposeful. Staff will not require students to disclose personal experiences in front of others.

- Ground rules are established at the start of sensitive units and revisited as needed.
- Anonymous question routes may be used where appropriate.
- Teachers distinguish between factual information, legal requirements, personal opinion and faith or cultural perspectives.
- Resources are checked for accuracy, age-appropriateness, accessibility and safeguarding risk.
- External speakers are vetted, briefed, supervised and required to follow this policy and the school's safeguarding procedures.
- Boarding-specific scenarios may be used to address independence, leave, travel, guardianship, online contact, overnight safeguarding and living with others.

7. Assessment and student voice

PSHE is not normally examined. Assessment is used to check understanding, inform teaching and identify where a student may need further support. Staff may use baseline and end-point questions, quizzes, written reflection, discussion, self-evaluation, practical tasks and student feedback.

Assessment will not require students to reveal private or sensitive information. Where student work or discussion raises a safeguarding concern, staff will follow the Safeguarding and Child Protection Policy and record the concern on CPOMS.

8. Equality inclusion and accessibility

Earlscliffe will provide PSHE in a way that respects the dignity, identity, culture, language, faith, family circumstances and protected characteristics of every student. The programme will challenge prejudice, stereotyping, discrimination and harmful language.

- Students with SEND, EAL or additional learning needs will receive appropriate adaptation, including accessible language, visual support, pre-teaching, alternative formats and additional processing time.
- Teaching will be developmentally appropriate and sensitive to students' prior experiences and vulnerabilities.
- The SENCo and Faculty Lead for Inclusion and Student Development will advise on reasonable adjustments and preparation for adulthood.
- Examples will reflect diverse families, identities, cultures and communities without singling out individual students.

9. Safeguarding and confidentiality

PSHE is preventative safeguarding education. Students will learn how to recognise unsafe situations, set boundaries, report concerns and access support. Staff will not promise unconditional confidentiality. Students will be told clearly that information may need to be shared where there is a concern about safety or welfare.

Earlscliffe's safeguarding expectation is NOTICE, LISTEN, REPORT, RECORD and ESCALATE. Any disclosure or concern must be reported promptly to the DSL or Deputy DSL and recorded on CPOMS in accordance with the Safeguarding and Child Protection Policy. House Managers, the School Nurse and Mental Health Lead may support the response, but responsibility for safeguarding decision-making remains with the DSL and safeguarding team.

10. Parent engagement and communication

Parents and guardians are important partners in students' personal development. Earlscliffe will publish this policy and appropriate curriculum information, provide reasonable opportunities to ask questions, and make representative resources available where appropriate. Parents will not have a veto over statutory curriculum content, but their views will inform review and delivery.

Questions or concerns about PSHE should be directed to Leanne Dinsdale at leannedinsdale@earlscliffe.co.uk or to the Headteacher through the school office. Concerns involving safeguarding must be reported through the school's safeguarding routes.

11. Monitoring review and quality assurance

The PSHE and RSE Lead will monitor the quality and impact of the programme through curriculum review, planning scrutiny, learning walks, lesson observation, student voice, staff feedback, assessment information and review of safeguarding themes. The Headteacher and Deputy Headteacher will receive updates as part of the school's wider quality assurance and safeguarding reporting arrangements.

This policy will be reviewed annually by the Headteacher and PSHE and RSE Lead, with input from students, staff, parents and governors. It will be reviewed earlier where there are changes to legislation, statutory guidance, inspection expectations or the needs of the school community.

12. Related policies and documents

- Relationships, Sex and Health Education Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Student Code of Conduct

- Boarding Principles and Practice
- SEND and Inclusion Policy
- Equality, Diversity and Inclusion Policy
- Complaints Policy
- Careers Education, Information, Advice and Guidance Policy