



Teesside High School
Education as it should be

PSHE POLICY **(Personal, Social, Health and Education)**

DOCUMENT CONTROL	
Date Reviewed/Revised	November 2025
Ratified by Governors	10 December 2025
Date of next review	November 2026
Committee	Education

Policy Name	PSHE Policy
Purpose	That every child should have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
Applies to	All pupils within the School, from EYFS to Sixth Form
Other associated policies and documents	Pastoral Policy, Conduct Rewards Sanctions & Exclusions Policy, Safeguarding & Child Protection Policy, Prevention of Bullying Policy, RSE Policy, Careers Policy. Keeping children safe in education 2025 - GOV.UK and Relationships Education, Relationships and Sex Education (RSE) and Health Education - GOV.UK

Rationale

We strongly believe that PSHE and Citizenship should form an integral and important part of the School ethos in promoting the spiritual, moral, social, cultural, mental and physical development of each child.

The provision of PSHE and Citizenship within our school takes on board the recommendations from former 'Every Child Matters' agenda that states that every child, whatever their background or circumstances, should have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

At Teesside High School, developing individual children's PSHE and Citizenship skills is at the heart of our school curriculum, encompassing every aspect of school life. Pupils are encouraged to participate in activities and experiences beyond the curriculum, to contribute to the life of their school and work alongside members of the community.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote children's development in these areas are provided in this framework for PSHE and Citizenship.

Aims

- to develop self-confidence and self-esteem
- to make informed choices regarding personal and social issues
- to be responsible for and to make the most of their abilities

- to know and understand what constitutes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- to understand how to stay safe online and make good decisions regarding their online behaviour for the wellbeing of themselves and others.
- to be able to identify hazards to health and safety at home, school and in the environment.
- to understand what makes for good, respectful relationships with others and to respect the differences between people.
- to develop positive relationships with other members of the school and the wider community
- to enable children to cope with difficult emotions, fears and worries.
- to realise the consequences of antisocial and aggressive behaviours, such as bullying, sexual harassment or violence and racism, on individuals and communities.
- to be independent, honest and responsible members of the school community.
- to play an active role as citizens.
- to provide opportunities for pupils to be involved in the decision-making process, through our School Council.
- to promote fundamental British values.
- to equip them with life skills to be workplace ready.

Teaching and Learning:

PSHE permeates through all aspects of our school curriculum, encompassing every facet of school life and beyond. In all years these principles are continued and PSHE is delivered through:

- PSHE activities and school events
- pastoral care and guidance
- cross-curricular themes, trips and sporting fixtures

In addition to this comprehensive coverage, children in all year groups in Key Stage 1 and Key Stage 2 receive a designated PSHE lesson time of 55 minutes once a week, in Key Stage 3 and Sixth Form this is 55 minutes once a week, whilst Key Stage 4 have a 55 minute lesson fortnightly. These lessons are taught by suitably qualified teaching staff. In EYFS PSHE permeates through all aspects of the curriculum and is therefore not taught discretely. Within the lessons, a wide variety of teaching styles are used to allow pupils to explore the PSHE topics.

We place great emphasis on active learning, with pupils being involved in discussions, debates, drama, problem-solving activities as well as paired and group work. Where appropriate, representatives from different organisations and professions are welcomed into school to enrich learning.

The Prep PSHE coordinator has developed a suggested long-term plan for PSHE throughout the Prep School, which teachers follow. In the Senior School and Sixth Form this has been carried out by the Deputy Head, Pastoral and Head of Sixth Form. However, it is acknowledged that teachers need to be flexible with the planning and delivery of their lessons in order to deal with particular topics and issues as they arise. Form and subject teachers will also maximise opportunities to develop the subject through morning registration, Form periods, cross-curricular links and educational visits.

As well as being addressed directly in timetabled sessions, the pupils' personal, social, health and citizenship education is addressed in a number of other important ways:

- School Council

It is very important that our pupils feel that they have a voice within our School and, as such, our Head Boy and Girl team work to canvas opinions through School Council in the Senior School. These meetings can be formal or informal and are led by the Senior Student Team. Issues or suggestions are then raised with SLT for exploration and discussion.

The Prep School Council also meets regularly. These meetings are led by a committee of Prep children with representatives from each class from Pre-Prep onward as well as the Prep School Prefects. We encourage children to take responsibility for charity fundraising, behaviour, the running of some assemblies, contributing towards Open Mornings and the development of school facilities as well as the running of some School events.

- Assemblies

Throughout Teesside High School, our assemblies follow a PSHE theme; these are usually the same in both the Prep and Senior School. On a Monday, the assembly theme for the week is introduced to the children with further development and reinforcement taking place during subsequent assemblies, Form times and PSHE lessons, as appropriate.

- Relationships, Sex and Health Education (RSHE)

Relationship, Sex and Health Education is delivered to our pupils as detailed in the PSHE Scheme of Work. The programme is consolidatory over the years and introduces issues as age appropriate from Puberty to Healthy and Appropriate Relationships, to Sexual Health and Informed Decisions and Risky Behaviours. In Sixth Form this is delivered in terms of healthy relationship behaviours when moving away from home and University Life. Brook Advisory Service support with delivery of some sessions as appropriate and a regular "drop in" service for students.

(Refer also to Teesside High School's Relationships and Sex Education Policy)

- Forest School

Forest School is included as part of the curriculum within the Prep School, with Nursery and Reception enjoying weekly one hour sessions while Years 1 and 2 participate in a 2 hour

session each fortnight. Key Stage 2 access Forest School as part of their Enrichment provision. Forest School offers children the opportunity to develop problem solving skills, social development, independence, structured and safe risk taking and respect for people, animals and the environment.

- **First Aid Training**

This training, which is delivered to Years 5 & 6 on a 2 yearly cycle and to Year 9 and Sixth Form pupils annually, equips children with confidence and skills in the areas of keeping themselves safe and becoming active citizens who can help those who need it, whether in school, out in the community or in future workplaces.

Promoting Fundamental British Values

The DfE and ISI have highlighted the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”* The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in Promoting fundamental British values as part of SMSC in schools - GOV These values are reinforced regularly at THS and are embedded in the following ways:

- **Democracy:**

In the Senior School and Sixth Form, the election of Senior Student Team reflects our British electoral system and demonstrates democracy in action. Head Boy and Girl are elected by the whole school following the presentation of election manifestos by candidates. Key elections and Parliamentary events such as Referendum Voting and National Elections are covered in assemblies with the opportunity for pupils to partake in “mock elections”

- **The Rule of Law:**

At Teesside High School, there is a robust anti-bullying culture and a comprehensive behaviour policy. Furthermore, we use an extensive reward system to acknowledge good behaviour as well as good academic work. The Senior School has a Code of Conduct known as the THS Expectations displayed in all classrooms which is deeply embedded.

- **Individual Liberty:**

Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching. Children are given the freedom to make choices, whether through choice of challenge, how they record their work or their individual participation in our co-curricular clubs and activities.

- **Mutual Respect:**

Respect and responsibility are key values which permeate all aspects of life at School. They determine the way in which we support and care for each other, for the community and for the environment. Involvement in charitable fundraising, supporting our local community and visiting speakers promote respect and responsibility for our community and the broader community.

- **Tolerance of those of Different Faiths and Beliefs**

Children's understanding of different faiths and beliefs is developed through our PSHE and RE/Philosophy curriculums as well as in assemblies. Pupils are encouraged to discuss and respect a wide range of differences between people (including differences of faith, ethnicity, disability, gender or sexuality and differences of family situations). Beliefs, traditions and customs are studied in depth with visitors being invited into school to enrich and extend understanding. Children are offered a culturally rich and diverse curriculum in which all major religions are studied and respected.

EYFS

Personal, Social and Emotional Development is one of the three prime areas in the Statutory Framework for the EYFS. At Teesside High School we feel that it is of vital importance to provide our youngest pupils with a very wide range of educational activities and experiences to help children to develop a positive sense of themselves and others; to form positive relationships and respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in group work and to have confidence in their own abilities. The pupils' progress in these areas is monitored and assessed on tracking sheets and recorded in their Profile at the end of Reception.

All of the EYFS children participate in Prep assemblies each week. The Nursery children are introduced to school assemblies gradually. They may attend only one weekly assembly at the beginning of the academic year and, as the year progresses, they will gradually attend more. Nursery and Reception children also perform their own class assembly in front of children and parents, as well as participating in the nativity. Each performance is used to promote confidence and self-esteem, as well as enabling the children to feel a valued part of the whole school.

Planning

The Prep PSHE coordinator provides a suggested long term plan for Year1 to Year 6 to ensure progression and continuity within the timetabled lessons. This is carried out by the Deputy Head, Pastoral for Key Stage 3 and above. Teachers are provided with medium and short term lesson plans for each topic (based in the main on the PHSE Association resources) however flexible planning is encouraged within each class, to allow staff to respond to any issues as they occur. PSHE, current affairs and citizenship topics are also identified and delivered within morning Form Time in the Senior department.

The weekly PSHE assembly themes are planned in advance by the Deputy Head (Prep) and the Senior School Deputy Head (Pastoral). Regular achievement assemblies take place and End of Term assemblies are planned for the recognition and presentation of awards earned both in and out of school.

Individual teachers ensure that throughout the academic year a balance of topics, appropriate to each group, is delivered. These topics come under the following headings: Citizenship, Environment, Health and Economic Well Being.

Co-Curricular Links.

We firmly believe that PSHE permeates through every aspect of school life and, as such, PSHE opportunities are explored through all curriculum areas (of inquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability) and international goals.

Day trips and residential visits provide valuable opportunities to support PSHE topics as well as foster the pupils' personal development and widen their experiences. As such, all of our children are involved in such activities. All pupils are involved in regular trips with children visiting local businesses, museums and places of interest within our local area. As the children get older they may start to venture further afield during day trips, where appropriate. Children are able to participate in residential visits both in this country and overseas.

Every child at Teesside High School is a member of a House, as are the majority of staff. The three houses are named after the former schools and building which came together to form Teesside High School and are the same throughout the whole school, from Nursery to Sixth Form. This helps to foster the 'family feel' that we are so proud of at THS. Participation in regular House competitions including sports, art and music are encouraged.

PSHE and Digital Technology

Digital technology, specifically the use of tablet devices/chromebooks, is utilised in some PSHE specific lessons and assemblies for research, presentations and music.

Equal Opportunities

All children in our school have access to the PSHE curriculum, regardless of gender, race, ability or social background. Teachers should be aware of and sensitive to pupils' different attitudes, experiences and religious beliefs in order to organise their lessons appropriately. All schemes of work are written and delivered with consideration and reference to protected characteristics including age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Assessment

As with any learning process, assessment plays an important role in the personal and social development of a pupil. However, we feel that it is vital that we are very sensitive when making judgements on certain aspects of the PSHE curriculum.

Children's social development is discussed with parents regularly on an informal basis as well as at Parents' Evenings and is commented upon on a more formal basis by the Form Teacher in written reports, which are produced twice a year in the Prep School and annually in the Senior School. Pupils' understanding and progress in this subject area are closely monitored and reported on to parents annually.

The impact of this learning in terms of students' decision making processes is formally assessed by a range of activities (role play, quizzes, presentations, written work) and this is recorded and reported on.

To reinforce and encourage the development of positive behaviours, a wide range of rewards are in place. All children are awarded with house merits for good work or positive behaviour, being particularly helpful and for acts of kindness. Commendations are awarded for going beyond expectation in any aspect of school life and those commended are invited to breakfast with the Head when their thoughts on how to improve the school may be discussed.

Assessment for Learning is integral to the assessment of PSHE. This involves assessing children's starting points during the first session on a theme or value, planning learning which builds on children's prior knowledge and which shows progression in PSHE learning and using self and peer assessment to involve children in reflecting on their own learning and their next steps. Each pupil in the Senior School has a progress sheet in their PSHE book which their teacher will make comment on at the end of the topic with regards to progress, learning and effort, most specifically in the context that pupils can apply understanding to safe and effective decision making rather than purely on knowledge.

Monitoring and Review

The coordination and planning of PSHE in the Prep School are the responsibility of the Prep PSHE Coordinator and in the Senior School and Sixth Form these are the responsibilities of the Deputy Head Pastoral. The Deputy Head Pastoral support colleagues in their teaching by keeping them informed about current developments in PSHE and by providing a strategic lead and direction for this subject. In addition, they review evidence of children's learning, observing and reviewing PSHE lessons across the school. PSHE teachers in the senior school have access to a range of training and resources through the PSHE Association, Pol-Ed, National College and Brook learning. These are accessed during PSHE team meetings to upskill and increase confidence in the teaching team.

The quality of teaching and learning in PSHE is monitored and evaluated by the Prep PSHE coordinator and Director of Prep, as well as Deputy Head Pastoral as part of the School's agreed cycle of monitoring and evaluation.