PSHCEE Policy

Date: January 2026		
Review Date:	This policy will be reviewed according to The Mercian Trust's Policy Schedule. If there are any changes in legislation or legal requirements, an earlier review will be conducted to ensure compliance and relevance.	
Adopted by governing body on:		
Author:	**Date:**	**Changes:**
Mrs N Daniel Mrs H Broadfield	January 2026	Yes

PSCHE Lead	Mrs H Broadfield
SLT Link	Mrs D Connell
Link Governor	Mr T Normanton (Quality of Education/Outcomes)

1. Aims

PSHCEE stands for **P**ersonal, **S**ocial, **H**ealth, **C**itizenship, **E**conomic **E**ducation.

Each theme covers a wide range of topics that are relevant to our vision of enhancing students' understanding of themselves, the choices they make and how they can navigate wider society.

The PSCHEE curriculum supports the work of QMHS Core Values of:

It also supports the school's behaviour principles of being ready, kind and responsible.

Throughout the key themes, students will learn to express their opinions respectfully and understand that not everyone will share the same views. Through these discussions they learn to be accepting and non-judgmental of others and see the value in viewing situations from another point of view. We therefore continually promote the core values that underpin our school culture. We are also aware of the way PSHCE can reduce or remove barriers to learning (such as bullying, discrimination, low self-esteem and unhealthy/risky behaviours) and that it supports many of the principles of Safeguarding.

2. Statutory requirements

There are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE), in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance
- We must teach citizenship education in line with National Curriculum requirements.

3. Content and delivery

3.1 What we teach

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

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

For other aspects of PSHCEE, including health education, see the attached curriculum map for more details about what we teach in each year.

3.2 British Values

The DfE encourages the promotion of fundamental British values education within schools. At QMHS, these values are taught across the entire curriculum, with a particular focus present in PSHCEE lessons. The fundamental British Values are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance

In Years 8 British values are explicitly taught and their importance is overtly considered. In addition, all year groups will touch upon these topics whilst exploring various units of work. For example, Year 7 study how the Government and voting works as well as why we have laws and how they are created. Many year groups consider topics such as bullying, equality and discrimination which will lead to discussions surrounding respect, liberty and tolerance.

Due to the wide range of topics, PSHCEE is an ideal place for students to learn about British values in a variety of contexts. The majority of topics that we cover will link back to British values in some way. However, students will also learn these values through other curriculum subjects as well as assemblies and form time activities. The weekly themes for form time often relate to British Values and students will supplement their understanding through these activities and presentations.

3.3 How we teach it

Who teaches PSHCEE?

PSHCEE lessons are taught by the Subject Leader and teaching staff who have specialised knowledge connected to parts of the PSHCEE curriculum. Where possible existing staff who have taught PSHCEE before will be used. In the first instance, the Subject Leader will teach areas that are new or in need of development in order to continually develop resources. A 'lead' teacher is established, wherever possible, per year group to ensure consistency of teaching the topics across the year group.

All staff are given a PSHCEE handbook which outlines key information about teaching PSHCEE topics and how the department operates. Staff have a meeting in September with the Subject Leader who will outline the key aspects of teaching PSHCEE as well as any practical needs. Staff are encouraged to speak to the Subject Leader where they have any concerns, worries or questions about the topics they are teaching. Content specific resources and webinars are shared with relevant staff as optional CPD depending on their needs.

When is PSHCEE taught?

Year 7 - Three lessons per fortnight.
Years 8 & 9 - One lesson per fortnight.
Years 10 - Through the form time curriculum programme and some bespoke workshops from external speakers.
Year 11 -Through the form time curriculum programme and some bespoke workshops from external speakers.
Year 12/ 13 Timetabled RSE enrichment sessions (6 lessons in Year 12 and 8 in Year 13)

Where else is PSHCEE taught?

Collective assemblies include topics related to the PSHCEE curriculum, these are delivered weekly to all year groups.

Other subjects including Biology, Computer Science, Religious Studies, PE and assembly themes will also deliver some of the PSHCEE content through their own Schemes of Work. For example, internet safety is covered in depth within Computer Science and some aspects of RSE fall under the Biology curriculum.

The school House system supports the PSHCEE curriculum through the Making a Positive Contribution awards system and charity work.

As PSHCEE topics are so wide ranging, there will be multiple opportunities in the year for assembly themes to overlap and enhance the teaching of PSHCEE. For example, mental health week, diversity week and anti-bullying week are used to supplement and extend the already clear teaching of these topics in lessons.

The Use of External Providers

External agencies are also booked for specific workshops and are carefully chosen. The first workshop conducted in school are observed by the Subject Leader for evaluation and if deemed effective enough to continue, they are then supervised by a member of staff the following years. These may be stand alone topics or will feed into current timetabled topics.

Resources

All physical resources are kept in Foden House. All SOW and paperwork relating to the topics are stored digitally. Digital copies of resources and detailed schemes of work are provided for each topic. Resources have been created using a variety of sources that cater to specific topics within the wide ranging curriculum, including The PSHE Association and EC Resources.

There are often other optional resources available which are mentioned in the SoW. Teaching staff can be flexible in their approach and may choose to teach the topics in a different way, tweak or develop a new resource. They may choose to do this to reflect the specific needs of their class.

All resources given are accessible to the majority of students. However, the expectation is that the class teacher will adapt their teaching style or resources to suit the class and specific individuals. It is the responsibility of the class teacher to ensure all students can access the work available and to adhere to any SEN guidance in their one page profiles. However, support and advice can be provided by the subject leader and SENCO.

The use of technology in the classroom is encouraged. Particularly, where research or creative presentations can be used to enhance learning. Laptops or computer rooms can be booked for lessons using the school system.

Marking and assessment

PSHCEE is a non-examinable subject that is far reaching in terms of the content and diversity of topics within it. We do not therefore examine or level in PSHCEE. The desired outcomes for PSHCEE are that students are informed on a range of topics that will allow them to be an active part of their community as well as have information to help them make decisions that enable them to be happy, healthy and safe. These topics do not require revision or a formal assessment in school and will not be externally assessed at any point. Students will demonstrate their understanding to teachers through interactions in lessons, presentations and work in their booklets. Regular retrieval is part of PSHCEE teaching

practice to allow misconceptions to be addressed in the classroom and any follow up for cementing understanding before moving on.

Students complete a self evaluation sheet at the beginning and end of each topic where their progress can be tracked and they can self reflect as a learner in that unit. This provides an opportunity for students to share their thoughts on their own learning and allows teachers to see the students' thought process and make comments for future improvements.

Staff are required to take a sample of a third of the class each term. Please rotate students and keep note to ensure all students have had work checked and marked throughout the year. Please feedback to the class as a whole using the whole class feedback sheet and allow time for students to go back and self reflect on the previous work.

Sensitive Topics

Our PSHCEE curriculum has been designed with the needs of our cohort at Queen Mary's High School in mind. We provide more in-depth lessons on topics that we feel are more relevant to our pupils who are predominantly female and have a multi-cultural background. We often use scenario work and refer to many aspects of our specific pupil population within these, including gender, name and background. As well as this, pastoral issues that present to us are often embedded into the curriculum for relevant years and often form the basis of the scenarios we use, e.g. students upset by banter between friends.

We tackle sensitive topics with an open mind, allowing students to explore and debate their own opinions and those of others in a respectful and safe environment. We give information to students in a non judgmental and unbiased way in order for all students to be able to make the right decision for them in a specific situation, whether this be in a friendship, a relationship or navigating the modern world. Topics are taught carefully and respectfully and teachers will use knowledge of their own students to alter resources if necessary.

We allow all pupils to debate ideas and opinions and do not tell them what to think, only the facts and laws around the topic areas. Student feedback shows they feel able to discuss opinions openly and without fear of consequence and they enjoy the opportunity to do this. We actively encourage these communication and discussion skills in a manner which teaches our students tolerance, patience and respect. They view PSHCEE lessons as a safe environment and view the topics as important for real life and they appreciate the opportunity to have PSHCEE lessons and wish they could have more. This positive feedback and evaluation is reassuring for the department, particularly as staff change each year.

Some students may choose to confide in a teacher about a particular issue that has been raised in a lesson. Or the teacher may notice "odd" questions/answers or overhear something that is of concern. Teachers are aware that they must report any conversations/concerns using the procedure outlined in our Safeguarding Policy.

There is a Safeguarding thread through all elements of PSHCEE lessons and students are warned if sensitive topics may be included in lessons and additional support provided where necessary. Our students are made aware of the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation and taught to be respectful of these.

4. Roles and responsibilities

4.1 The Local Governing Body

The governing board will approve the PSHCEE policy and holds the Head Teacher to account for its implementation.

4.2 The Head Teacher

The Head Teacher is responsible for ensuring that PSHCEE is taught consistently across the school, ensures staff training and safe systems for sensitive topics

5. Monitoring arrangements

The delivery of PSHCEE is monitored by the Subject Leader for PSHCEE Mrs Hannah Broadfield through:

- Work booklet scrutiny
- Learning observations/learning walks
- Student reflection

This policy will be reviewed annually by the Local Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Careers Policy

Online/E-Safety Policy

Anti Bullying Policy

Safeguarding and Child Protection Policy

Rewards, Behaviour and Consequences policy
SEND policy

PSHCE Curriculum Map 2025 onwards

		Year 7	Year 8	Year 9	Year 10	Year 11	
Term 1	Lessons	**Identity and values** What is PSHCE? What are my values? Growth Mindset and resilience	**Internet Safety** and fake news,digital footprint, sending nudes	**Money:** spending, how to pay, borrowing, saving, budgeting, risk	**Economic Wellbeing**- payslips, Mortgage, pension, tax, government spending, interest, insurance, gambling	**Routes to Parenthood:** fertility, menopause, miscarrage, pregnancy, abortion	Health & Wellbeing
		Rules, laws, rights and responsibilities					Relationships
		Friendship, Healthy and Unhealthy, Changing Friendships, Consent, Bullying including cyberbullying. Where to go for Help/ Support,			**Youth Crime** Knife Crime & Gangs & County Lines, *Including LDSN foundation drugs workshop*		Living in the Wider World
Term 2	Lessons	**Healthy Lifestyles** Physical Health including die, sleep and exercise and smoking. Self Esteem, body image, trends, social media influence	**Substance misuse** (drugs and alcohol) *Including Performance in Education Vaping workshop*	**What is real?** Misinformation, disinformation, AI, Deepfakes, Misogny, incel culture	**Mental Health.** Happiness/positivity, Bereavement and Grief , Mental Health disorders - stress, anxiety, depression,helpful and unhelpful coping strategies inlcuding self harm and eating disorders *(Had additional Filters workshop on social media)*	*CSE Working for Marcus Workshop by LoudMouth*	
		Mental Health -Peer Educator Programme lessons (4) delivered by PEP ambassadors (Year 12)				**What is real?** Misinformation, disinformation, AI, Deepfakes, internet safety (passwords, phishing etc)	
		Puberty: changes in puberty, managing changes in puberty, menstration and products,FGM			**Healthy lifestyles** : influences on our lifestyles, healthy study habits, cancer, screening, vacinnations, breast checking and cervical smears		
Term 3	Lessons	**Democracy** - How is the UK governed? Types of Government, How are MPs Elected? Courts, Justice and Sentencing	**Identity and Diversity:** Personal Values/ Qualities, Britishness, British Values, Discrimination, Stereotyping, LGBT, Sexism, racism, protected characteristics, Extremism, Radicalisation	**Relationships** - Healthy/ Unhealthy, Consent , Sex and the Law , Contraception, STIs, Impact of viewing pornography, Sextortion	**RSE:** Why get married? , forced and arranged marriage, HBA, Abuse, Harassment. *Includes RCSHN workshops on Forced marriage and HBA*		
		Families - Types, Parenting, healthy and unhealthy family relationships, neglect, Conflict, anger, dealing with conflict					