



ABINGDON
HOUSE SCHOOL

PSHE Policy

(including Fundamental British Values)

Responsible Person: Deputy Headteacher

Last Review Date: February 2025

Next Review Date: February 2026

Abingdon House School, Purley (AHSP) 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 AHSP 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 as updated, 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 employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

Peninsula BrightHR
 Peninsula Health and Safety
 Atlantic Data (DBS)
 Educare (online CPD)
 SchoolPro (data protection)
 Marsh Commercial (insurance)
 VWV (legal)

AHSP 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 AHSP.

The policy documents of AHSP 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 before the scheduled 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.

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1. Aims

As stated in the National Curriculum, Personal, Social, Health and Economic (PSHE) is a “planned programme of learning opportunities that develop the skills and knowledge to enable children to manage their lives, now and in the future”.

The aims of PSHE education in our school are to:

- Develop effective relationships between all members of the school community;
- Actively promote fundamental British values of:
 - democracy
 - the rule of law
 - individual liberty
 - mutual respect and tolerance of those with different faiths and beliefs (this includes the protected characteristics);
- Promote the wellbeing of the children within our school community.
- Develop the students personal and social skills.

Personal skills development for students include:

- To develop their self-knowledge, self-esteem and self-confidence
- To distinguish right from wrong and to respect the civil and criminal law of England
- To accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- To acquire a broad general knowledge of and respect for public institutions and services in England
- To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Making independent, responsible decisions;
- Understanding their strengths and weaknesses;
- Discussing moral issues;
- Setting themselves goals, and trying to achieve them;
- Keeping themselves safe and healthy, both in the real world and online, as they become young adults.

Social skills include:

- Listening to other students' views sensitively and with respect;
- Considering the rights and views of people different to themselves;
- Learning how to deal with bullying and anti-social behaviour.

Through PSHE students are able to develop the school's core values of Character, Creativity, Confidence, and Competence.

2. Statutory requirements

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

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) in the junior school.
- We must teach health education under the same statutory guidance in the junior school.
- 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](#) in the senior school.
- We must teach health education under the same statutory guidance in the senior school.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationship education and/or 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.

Within PSHE students also cover the statutory careers education as well as RSE and protective characteristics.

3.2 How we teach it

- Students receive one lesson of PSHE a week.
- PSHE should not be seen as a standalone lesson and as such is embedded across the school and in all curriculum areas. As a whole school we have assemblies with weekly themes, directed activities in form time, and half-termly equality & diversity events.
- Throughout the year students may go on school trips which further underpin their PSHE education. This could include visits to the houses of Parliament, work placements, or places of worship.
- The curriculum is delivered by trained staff within school. Occasionally outside agencies may provide specialists teaching and learning.
- Students at AHSP have a variety of SEND and our teaching of PSHE will always reflect the individual needs and abilities of our students.
- PSHE lessons are obviously planned but it's essential staff are flexible in what they deliver so they can respond to anything that's highlighted by the students, current world events, or specific unforeseen circumstances.
- Staff will approach potentially controversial topics or difficult questions from pupils with professionalism, tact, and sensitivity in an age and SEN appropriate manner.
- Staff will not allow their personal beliefs and attitudes to influence their teaching. However, this will not stop a teacher from challenging intolerance or discrimination.
- Teachers are encouraged to raise any concerns about their ability to teach certain areas of the curriculum and will be given support to teach without letting their personal beliefs and attitudes affect them.
- The way in which staff teach PSHE is very different from the way other lessons are taught. Staff need to create a safe and open environment where students feel comfortable to discuss their ideas and thoughts without being judged.
- Although students follow similar topics each year whilst at school, the depth and breadth of learning develops to match the students' age and developmental needs.
- Parents will receive a full written report as part of their annual review process.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher has delegated responsibility for ensuring that PSHE is taught consistently across the school to the deputy head teacher.

4.3 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

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. This is achieved through establishing class specific rules with the pupils that are referred back to at the start of each lesson.

5. Monitoring arrangements

The delivery of PSHE is monitored through:

Annual team planning and review with the PSHE staff, lesson observations, work scrutiny, pupil feedback, and parental feedback.

This policy and the curriculum will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- [RSE Policy](#)
- [Careers Policy](#)
- [Safeguarding Policy](#)
- [Anti-Bullying Policy](#)
- [Equal Opportunities Policy](#)
- [Online Safety Policy](#)
- [SMSC Policy](#)

Appendix 1 - The following is a list of activities that complement the PSHE curriculum:

- Termly prize giving that recognises students achieving academic and pastoral excellence.
- Structured form times where students think about the theme of the week, take part in circle time, talk about their interests, and watch Newsround as a way of exploring the world.
- Daily rehearsal of greetings and farewells with an adult on the door upon arrival and departure (usually with the Headteacher or Deputy Headteacher). Students are expected to look at the adult and verbalise, for example, "Good morning, Mr Mansell".
- Daily rehearsal of the rules and expectations within all classrooms e.g. waiting for their turn or receiving constructive feedback from the Teacher about a given behaviour.
- Daily opportunities for developing social and life skills. An example of this is eating together in the hall, encouraging small talk.
- A range of activities at lunch and break times which encourage social interaction.
- Consistency within the School in approach to behaviour management following the Zones of Regulation system within every classroom.

- Whole school productions and/or concerts which are held in the school hall.
- The school recognises and celebrates national awareness events. For example National Autism Week, a school culture Week, Black History Month and LGBT+ history Month.
- The school also recognises and celebrates religious events throughout the school year. Visits to different places of worship support the celebration of different religions.
- The school gives students access to discos, halloween events, sports days etc in a safe environment.
- Students are offered enrichment activities each week. Examples are Art & Crafts, , Gardening and Music.