



**SLINDON
COLLEGE**

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) POLICY

Last review:	November 2025
Next review:	November 2026
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Approved by:	Curriculum & Staffing Committee

Slindon College is a happy, supportive and progressive College where diversity and individuality are celebrated. We are passionate in our pursuit of an individualised approach for young people as College life can be such a different experience for each of them.

As part of providing a broad and balanced PSHEE curriculum, we are able to nurture and support the spiritual, moral, social and cultural development in children and promote the fundamental British values in young lives. We support children to develop the knowledge; skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens.

Policy Procedures

Our PSHEE programme is delivered via two 50 minute lessons every week for each year group and supported in assemblies and collapsed timetable events. It is embedded both implicitly and explicitly into subjects across the College.

Teachers are expected to deliver unbiased information and to ensure pupils develop their own ideas and opinions. The college follows the UNIFROG PSHEE programme which covers all aspects of the statutory curriculum. A separate E-Safety Policy covers the whole school approach on use of technology and keeping safe on-line.

Planning, Teaching and Learning

PSHEE is taught using a variety of teaching styles such as:

- Discussion
- Roleplay
- Active learning
- Circle time
- Drama
- Visits from outside agencies
- Videos
- Research and Investigation
- Small group work

Pupils are facilitated to:

- Be competent in the skills for everyday living
- Listen to and see other points of view
- Be empowered with the information to make reasoned choices
- Cope confidently and effectively with unfamiliar people and situations
- Take initiative and act responsibly as an individual and member of the family, school and wider community
- Be able to reflect on past experiences which then inform decision making
- Have realistic goals and targets through knowledge of strengths and needs
- Recognise and celebrate each other as unique beings with our own individual strengths and needs
- Become aware of the rights of the child

Promoting fundamental British Values

We ensure that the Fundamental British Values are strongly embedded and promoted through the College's ethos and values, our PSHEE and through everyday aspects of life.

Activities promoting British Values include:

- Mock elections.
- Lessons on government, politics and the monarchy.
- Visits from local police liaison officer on staying safe, abiding by the law and the consequences of breaking the law.
- Lessons on human rights, diversity and equality.
- Visits to different religious places of worship.
- The marking of historical events/memorials such as: Remembrance Day, D-Day, Holocaust Remembrance, Black History month.
- Pupils have a voice within college that is listened to. The school council demonstrates how democracy works by actively promoting democratic processes.

Health

We strongly believe that a 'healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day.
- Organising sporting events such as the annual swimming gala and inter-house sports events.
- Offering a range of after-school enrichment activities such as football, badminton and table tennis.
- Organising regular trips out in the local community.
- PSHEE and cookery lessons on nutrition.
- Occupational therapists on site who provide sessions for pupils and advice and resources to staff.

Relationships and Sex Education (RSE)

Age-appropriate information is provided to all pupils in PSHEE lessons, and in Science lessons at Key Stage 3. Pupils learn about building self-esteem and being able to make the right choices. The characteristics of healthy, happy and stable relationships are discussed and promoted. The College recognises that Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the science curriculum. Please see the RSE Policy for further information.

Differentiation

The level of maturity and emotional development of a teaching group influences the teaching style and materials used to deliver aspects of the PSHEE programme. Within each lesson, the level of support given, choice of language and expected outcomes are directly related to the ability of pupils. Content is modified where necessary to match the developmental level of the pupils.

Continuity and Progression

The UNIFROG programme of study has been developed to build pupils' understanding gradually and build on previous skills and knowledge. Our policies, resources and government documentation are reviewed yearly to ensure an up to date and compliant curriculum is delivered.

Cross-Curricular

Throughout the College, in all aspects of the curriculum, the skills of decision making, communication and working with others are being developed. Other aspects of the content of the PSHEE curriculum are reinforced through National Curriculum subjects.

Assessment, Recording and Reporting

Each unit of study has an end of topic assessment for pupils and an opportunity to reflect on their learning

Monitoring and Evaluating

The PSHEE teachers will also use their professional judgement to decide whether pupils require more lessons on a particular topic. Pupil voice is also important in deciding whether a topic is covered in greater depth or over a longer period of time.

Key Stage 5 Curriculum

The continuance of PSHEE in Key Stage 5 is considered to be of great importance to build pupil confidence and enable them to live safe and fulfilling lives in the future. The Sixth Form Pupils have one 50 minute PSHE session per week alongside two 50 minute life skills sessions.