

PSHCE Policy (including EYFS)

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(Approved by SMT June 2026)

Next review date: June 2027

To be read in conjunction with :

- *Safeguarding and Child Protection Policy*
- *Relationships and Sex Education Policy*
- *DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 25)*
- *Keeping Children Safe in Education*

1. What is PSHCE?

PSHCE stands for “Personal, Social, Health, Citizenship, Economic” education. PSHCE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHCE education should address both pupils’ direct experience and preparation for their future. A structured programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHCE programme which meets pupils’ needs and which is tailored to local circumstances is critical.

PSHCE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. This includes how to navigate situations in ‘real life’ and online and how to identify risks and make good choices to keep safe. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Through PSHCE, as well as a wider whole school (pastoral) approach, Hurst will engage with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

PSHCE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

2. Why do we teach PSHCE?

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

Alongside the statutory requirements to deliver a comprehensive RSHE education, we strongly believe that the PSHCE content links closely with safeguarding and teaches children the practical application of understanding and assessing risk, keeping themselves safe and knowing how to seek help.

3. How does Hurst deliver PSHCE?

PSHCE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHCE education has a rich body of knowledge taught through topics. Lessons consider the key areas of knowledge and the skills they will be developing, assessment of these will be completed through revisiting/reviewing tasks and questionnaires. Learners need to 'know about.', 'know how to..' and also 'be able to..'.

PSHCE is delivered as part of a **wider pastoral and personal enrichment programme**. Delivery is varied and can include specific PSHCE teacher led sessions, outside/guest speakers, tutorials, assemblies, House based activities and within Chapel. Lessons are interactive and discussion-based, using real-life scenarios, questioning and reflection to help pupils develop critical thinking, communication skills and positive decision-making habits. We create a safe, inclusive environment where pupils feel comfortable to share and ask questions, while reinforcing key values such as respect, empathy and responsibility for their own and others' wellbeing.

The overarching aim for PSHCE education is to provide pupils with:

- accurate and relevant knowledge opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Key topics - Online Safety

PSHCE supports pupils in understanding risks associated with the digital world, including

- Social media and online relationships
- Exposure to harmful content
- Online exploitation and grooming
- The impact of pornography
- Digital footprints and reputation

Key topics - Equality, Diversity and Inclusion

The PSHCE curriculum reflects the College's duties under the Equality Act 2010. Teaching is inclusive and age-appropriate, and supports pupils to understand and respect diversity, including the protected characteristics

Content reflects:

- Diverse families and relationships
- Gender based harm
- Respect for different people's lived experience
- Challenge to discrimination, prejudice and stereotyping

Key topics - Addressing Harmful Behaviours

The PSHCE curriculum explicitly and regularly addresses:

- Sexual harassment and sexual violence
- Consent and healthy relationships
- Child on Child abuse, including bullying and online harm
- Misogyny and gender stereotypes

This supports the College's safeguarding duty and reflects the RSHE statutory expectations

Key topics – Health Education

We teach health education within PSHCE through an age-appropriate, spiral curriculum that builds pupils' knowledge, resilience and confidence over time, covering physical health, mental wellbeing, relationships and personal safety.

Working with Parents

The College recognises the important role of parents in PSHCE education. Parents are:

- Informed about the PSHCE curriculum
- Able to access materials on request
- Encouraged to engage in dialogue with the College

The College aims to work in partnership with parents to support pupils' development and will aim to provide updates on key topics.

Staff training

All staff delivering PSHCE receive appropriate training to ensure they:

- Deliver content accurately and sensitively
- Manage discussions effectively
- Respond to safeguarding concerns confidently

Assessment, Monitoring and Evaluation

Assessment in PSHCE is formative and focuses on pupils' understanding, reflection and application of knowledge. Pupils receive a comment from their PSHCE teacher through the Challenge Grade Review (CGR) process.

The programme is monitored through:

- Pupil voice
- Lesson observations and learning walks
- Staff feedback
- Safeguarding and wellbeing data
- Tracking confidence and lesson reflections

The PSHCE Lead is responsible for reviewing the effectiveness of the programme and reporting to senior leadership.

PSHCE Programme

(Note – this is an up-to-date example of the programme, however, it may be subject to change to respond to the needs of the community)

School Year/s	This is designed as a 'spiral approach' where the same topics are revisited with age-appropriate terminology and resources.
Reception to Year 2 Taught by Tutor	• Correct names for male and female parts of the body • Identify physical similarities and differences between boys and girls • Healthy and Unhealthy friendships and Boundaries • NSPCC 'TalkPANTS' Week • Knowing yourself and those around you • Other communities and the environment • Staying safe in a variety of situations and reducing risk • Digital Wellbeing • Personal boundaries • Positive Thinking and Aiming High
Years 3 and 4 Taught by Tutor	• Healthy and Unhealthy relationships • Personal space and appropriate touch • Consent within friendships and families • Different families • Changing Bodies (end of Year 4) • NSPCC 'TalkPANTS' Week • Knowing yourself and those around you • Other communities and the environment • Staying safe in a variety of situations and reducing risk • Digital Wellbeing • Personal boundaries • Positive Thinking and Aiming High • What is Money and planning ahead • Fundamental British Values
Year 5 Taught by Tutor	• An introduction to puberty in conjunction with the science curriculum • Changing Adolescent body • Healthy and Unhealthy relationships • Consent within friendships and families (Including visiting speaker – It Happens 'All the Relationships')

	• Relationship with self, and health and prevention • NSPCC 'TalkPANTS' Week • Knowing yourself and those around you • Other communities and the environment • Staying safe in a variety of situations and reducing risk • Digital Wellbeing • Personal boundaries • Positive Thinking and Aiming High • Diverse Britain and the Fundamental British Values
Year 6 Taught by Tutor	• Puberty, growth and change • Healthy and Unhealthy relationships • Consent within friendships and families (including visiting speaker – It Happens – My Private Body') • Relationship with self, and health and prevention • Social Media and Digital Wellbeing • NSPCC 'TalkPANTS' Week • Knowing yourself and those around you • Other communities and the environment • Staying safe in a variety of situations and reducing risk • Digital Wellbeing • Personal boundaries • Positive Thinking and Aiming High • Financial Literacy and Careers • Fundamental British Values
Year 7 Taught by Tutor	• Introduction to PSHCE • Dealing with change • Changing Friendships • Building Connections • Healthy online friendships • Hurtful Behaviour • Introduction to Consent • Online Safety – All fun and games • Anti-Bullying • Online Safety – Understanding AI Chatbots • Online Safety – Making good choices • Fueling Foods • Community safety – Stranger Danger • Careers Talk (Linking Curriculum to Career Paths) • Careers Talk (Considering Non-traditional Career Paths) • Finances – Value of Money and Budgets • Understanding 'Belong, Lead, Change' Visiting speaker from It Happens on: • The Adolescent Body: Puberty: ○ Puberty & change - when, why & what happens? ○ Male puberty explained ○ Period products, the environment & menstrual wellbeing ○ Feelings & sensation ○ Emotions, empathy & respect for each other ○ Know yourself & ask for help

	Visiting speaker also addresses parents to share the content of her pupil talk.
Year 8 Taught by Tutor	• Different families • Changing relationships • British Values and Citizenship • Identity and Community • Bias and Stereotypes • Discrimination and Protected Characteristics • Managing Conflict and Disagreements • Bullying and Banter • Fueling Foods • Body Image and Social Media • Understanding Ai • Online Scams and Sextortion • Dealing with change and wellbeing toolkit – Place2be • Careers Talk - Developing Soft Skills • Open Water Safety Talk from It Happens on: Early Digital Relationships – ○ My digital self, consent & friendships ○ Sharing images & risk ○ Victim blaming & shame ○ Stumbling into unsafe places online ○ What is real online? ○ Helpful habits & disrupting your feed
Shell Taught by PSHCE teachers	• Introduction to PSHCE • Transition to senior school (dealing with change) • Starting Relationships • Healthy Relationships • Stereotypes, sexism and the media • Harmful Sexual Behaviour (focus on sexual harassment) • Consent • (Sex Education) Sexual Health Education • Sharing Nudes • Ending Relationships • Online blackmail • Deepfakes • Belong, Lead, Change • Vaping and Smoking • Cannabis and Alcohol • Risks of Ai and Misinformation • Healthy Eating and Nutrition • Move well, Live well (Physical health for wellbeing) • First Aid • Understanding mental health • Finances with Mr Mott • Careers – Support at Hurst and Unifrog • Citizenship – Rights and British Values • Citizenship – Learning about the law

	• Citizenship – Police Powers • Citizenship – Sentencing and the impact of crime Talk from the police about drugs and vaping. Talk from It Happens on: Developing Bodies Yr9 ○ The adolescent brain & body - a recap ○ Products; how to access, choose & use them ○ Periods & sport ○ Brands, masculinity & hair removal ○ Pre-sexual genital health (thrush, UTIs, HPV) ○ Your emotional self & big feelings
Remove Taught by PSHCE teachers	• Belong, Lead, Change • Rights and Values in Relationships • Communication and Readiness for intimacy • Unhealthy Relationships • Pornography • Sex Education – Consent, contraception, STIs, pregnancy options • Preventing Gendered Violence • Managing risk online • Online Safety Skills • Mental health and managing academic pressure • Drugs – Understanding drugs and assessing • Drugs – Managing Influences and seeking Help • Healthy Eating and Nutrition • Body Image • Understanding the Political System • Finances – Mr Mott • Careers – Employability Skills 1 – CV writing skills • Careers – Employability Skills 1 – Interviews skills Talk from the Police about drugs and vaping Talk from It Happens on: Intimate Relationships ○ The journey of a relationship ○ Where do we get good answers from? ○ Understanding intimacy (reality v pornography) ○ Choice, Freedom & Capacity ○ Complex consent, communication & connection ○ Green Flags/Red Flags & being upstanding Talk from It Happens on: Developing Digital Lives ○ Digital lives & human relationships ○ Are you true to yourself online? ○ Influencers/deepfakes/manipulation & algorithms ○ Pornography & neurological reward systems ○ What is the script for a healthy sexual relationship? ○ Intervening & reporting if you are worried

Fifth Form	• Democracy and Human Rights • Understanding Politics and Voting • Misinformation and Fake News • Keeping Safe at parties and first aid • Exam Stress and Self Care • Careers – next steps • Sex Education – contraception, STI testing and good online sources for information Talk from It Happens: Keeping your body safe and sexual health: ○ Sexual wellbeing & pleasure ○ Inclusive sexual health ○ Sexually transmitted infections (STIs) ○ Barrier methods ○ HIV & Aids, PrEP & PEP ○ Accessing services and getting tested They will also receive a talk on Keeping Safe at Festivals from It Happens.
Sixth Form	• Variety of visiting speakers on topics including; ○ Diversity and Inclusion ○ Relationships with Self and Mental Health ○ Life Lessons ○ Consent and Healthy Relationships • Sexual Health clinics offered by Medical Centre twice a year • Scenario based discussions in tutor groups evaluating prevention, risk and actions. Talk from It Happens on Intimate Relationships – Yr12 &13 ○ The journey of a relationship ○ Where do we get good answers from? ○ Understanding intimacy (reality v pornography) ○ Choice, Freedom & Capacity ○ Complex consent, communication & connection ○ Green Flags/Red Flags & being upstanding They will also receive a talk on Spiking from It Happens.

4. Hurst's Programme of Study - A Whole School Approach

The programme of study for PSHCE uses a variety of resources and identifies the key concepts and skills that underpin PSHCE education and fulfils the statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. The programme of study is based on **three core themes**:

- Health and Wellbeing
- Relationships
- Living in the Wider World

A large proportion of content in PSHCE is part of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education; please see the RSHE policy for more information on how this is taught. Information regarding parental rights to request withdrawal from aspects of Sex Education is contained within the Relationships and Sex Education Policy.

The content is regularly reviewed to ensure that it reflects current themes and societal changes in the local area and wider communities. The planned programme may change throughout the year to respond to the needs of the community.

Visiting speakers

Visiting Speakers, whilst on College site, will be supervised by a School employee as detailed in the Visitor Access Policy contained in the Reception guidelines.

The College has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The College's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British values.

Visiting speakers will be expected to understand that, where appropriate, their session should uphold the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. Visiting speakers are expected to demonstrate non-discriminatory practice towards any of the 9 'Protected Characteristics' in the Equality Act 2010. The College may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided. This will be signed off as approved by Caty Jacques (Deputy Head Pastoral) in advance.

The College shall also keep a register of visiting speakers; retained in line with the Data Protection Policy.

Safeguarding and Managing Disclosures in PSHCE

PSHCE is a key part of the College's safeguarding provision in educating children about risks, harm and seeking support. All teaching staff are aware that disclosures may arise during PSHCE lessons.

Staff will follow the managing disclosures and reporting procedures outlined in the Safeguarding and Child Protection Policy and in line with Keeping Children Safe in Education (KCSIE).

Ground rules are established in PSHCE lessons to create a safe environment, and students are reminded to not share personal stories about them or others; however, pupils are made aware that confidentiality cannot be guaranteed where safeguarding concerns arise.

Staff receive regular safeguarding training to ensure they are confident in managing sensitive issues that may be raised in PSHCE.

Early Years Foundation Stage

PSHCE provision in the Early Years focuses on developing children's personal, social and emotional skills through practical experiences and daily routines. Children are supported to build positive relationships, manage their feelings, develop independence and understand healthy lifestyles within a nurturing and secure environment. Teaching staff model positive behaviour and use stories, circle time and guided discussion to promote communication, wellbeing and a strong sense of self.

In the Early Years Foundation Stage (EYFS) we seek to develop:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **Making**

relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.