



NONSUCH HIGH SCHOOL FOR GIRLS

PSHE POLICY

Contents

1. Aims.....	2
2. Statutory requirements	2-3
3. Content and delivery.....	3-4
4. Roles and responsibilities.....	5
5. Monitoring arrangements.....	5
6. Links with other policies	5

Appendices

- Appendix A: Long term curriculum plan6-12

Note: throughout the policy “parents” denotes “parents and carers”

Reviewed and Approved by the Local Governing Body:

July 2025

Next Review:

Summer 2028

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body

1. Aims

- 1.1 Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020). At Nonsuch High School for Girls our aim is to empower our young people and enrich their lives to ensure they aspire to take their center stage place in the world.
- 1.2 We want students to enjoy learning in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity.
- 1.3 We strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Positivity, Respect, Integrity, Courage and Endeavor (PRICE)
- 1.4 Our PSHE programme is rooted in our school values of PRICE and aims to: equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions; enable them to support their own wellbeing and form positive relationships within our diverse community. This will aid them in navigating their way through life whilst at school and for the years that follow.
- 1.5 We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.
- 1.6 We continue to tailor our PSHE programme to best reflect the needs of our current students at Nonsuch through:
 - Promoting their spiritual, moral, cultural, mental and physical development
 - Preparing them for the opportunities, responsibilities and experiences of later life.
 - The use of student voice
 - Listening to parents focus groups
- 1.7 The teaching of PSHE supports our school community values of Positivity, Respect, Integrity, Courage and Endeavor

2. Statutory requirements

- 2.1 Despite PSHE being a non-statutory subject, to support all of our students to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. These are outlined in the following PSHE guidance published in September 2021:
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>
- 2.2 Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies *'to promote the wellbeing of pupils at the school'*, we are required to teach the following in secondary schools:
 - Relationships and Sex Education (RSE)
 - Health Education
- 2.3 Both of these statutory elements fall under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

2.4 You can access our RSE Policy [here](#) which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

2.5 This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

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

3.1.2 Our Relationships, Sex and Health Education Policy details what we teach, and how we decide on what to teach, in this subject area. This policy can be found [here](#).

3.1.3 Some areas of the RSE curriculum will be taught in Science.

3.1.4 For other aspects of PSHE, including health education, please look at Appendix A (long term curriculum map) for more details about what we teach in each year group.

3.1.5 Having hosted a student consultation in the Summer term of 2020 and pupil focus groups in April 2022, we have built a bespoke curriculum tailored to the needs and lives of our students.

3.1.6 The PSHE Association's suggested curriculum content has also been used as a basis to design lessons and supporting materials for all year groups.

3.1.7 With both of these in mind, the academic year is divided into 6 broad areas of PSHE focus:

- Transition
- Physical and Mental Health
- Healthy Relationships including RSHE
- Personal Safety including e-safety
- The wider world including Careers
- Being a good citizen

3.1.8 All content is delivered at an age and developmentally appropriate level and builds on the areas listed above, year on year.

3.2 How we teach it

3.2.1 All students are timetabled for a 1-hour weekly PSHE lesson

3.2.2 Every half term staff are provided with continued professional development (CPD) in one of the PSHE sessions to ensure equality of high-quality provision. The CPD allows staff to discuss contemporary issues, brainstorm and anticipate questions students may have and how to address them sensitively.

3.2.3 We also use external agencies such as the School Nurse Service, specialists from The Limes College, the Daniel Spargo-Mabbs Foundation and other reputable external

providers. These supplement teachers led lessons with workshops where children have the opportunity to explore key topics in depth through meaningful discussion.

- 3.2.4 Parents and carers are also invited to attend specialist parent/carers webinars that support the work that we are doing and enable parents to engage in conversations at home.
- 3.2.5 Each PSHE lesson is well planned and tailored to the needs of our students at Nonsuch High School. Lessons are created by the Heads of Year and delivered by form tutors.
- 3.2.6 All lessons are in line with our long-term PSHE map of the curriculum (Appendix A) and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.
- 3.2.7 All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us and the needs of our students
- 3.2.8 Paid school membership to the PSHE Association has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.
- 3.2.9 To facilitate students learning in PSHE lessons
 - Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
 - The purpose of each lesson is made clear
 - Appropriate learning experiences are planned in line with our long-term PSHE curriculum map to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery
 - Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding
 - Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios
 - Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all
 - Carefully selected and, where necessary, screened outside visitors may play a role in delivering content.
 - Weekly updates of what is covered in PSHE lessons is provided to parents via the weekly newsletter to support engagement in conversations at home
 - If parents are unhappy with topics taught or wish to withdraw their child from the RSE section of the course then the school engages with open dialogue with parents

4. Roles and responsibilities

- 4.1 The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.
- 4.2 The headteacher is responsible for ensuring that PSHE is taught consistently across the school.
- 4.3 The Assistant Head: Safeguarding, Behaviour & Culture has overall responsibility to ensure that the PSHE curriculum is coherent and responsive to the needs of the students.
- 4.4 Heads of Year are responsible for developing schemes of work and resources
- 4.5 Staff are responsible for:
 - Delivering PSHE in a sensitive way
 - Modelling positive attitudes to PSHE
 - Monitoring progress
 - Responding to the needs of individual pupils
- 4.6 Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect, empathy and sensitivity at all times.

5. Monitoring arrangements

- 5.1 The delivery of PSHE is monitored by the Assistant Head (Pastoral) and the Assistant Head (Director of Sixth Form) through delegation to the Heads of Year. They will monitor the PSHE curriculum in the following ways:
 - PSHE drop ins (quality assurance)
 - Planning scrutiny yearly
 - Pupil voice through focus groups
- 5.2 This policy will be reviewed by Assistant Head: Safeguarding, Behaviour & Culture, every three years. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- [Relationships, Sex and Health Education Policy](#)

APPENDIX A: LONG TERM CURRICULUM PLAN

Please see pages 7-12.

Nonsuch High School PSHE LONG-TERM OVERVIEW 2025-26

	<div>Autumn 1</div> <div>Transition</div>	<div>Autumn 2</div> <div>Personal safety</div>	<div>Spring 1</div> <div>Healthy Relationships Inc. RSE</div>	<div>Spring 2</div> <div>Physical and Mental Health and Wellbeing</div>	<div>Summer 1</div> <div>Being a good Citizen Inc. Active citizenship</div>	<div>Summer 2</div> <div>Living in the wider world</div>
<div>Year 7</div>	<ul style="list-style-type: none">• Setting personal goals and understanding school expectations• Learning about support services available at school• Building confidence and coping with change• Developing routines, organization, and study skills• Making positive friendships and relationships• Problem-solving and conflict resolution skills	<ul style="list-style-type: none">• Understanding consent• Staying safe in public• Online safety and data privacy• Bullying and cyberbullying• Substance awareness (caffeine and energy drinks)• Introduction to first aid	<ul style="list-style-type: none">• Families, divorce, bereavement, and relationships• Philosophy for Children: healthy friendships• Respectful relationships and their qualities• Menstrual wellbeing and hygiene• Managing online relationships• Laws on sharing online content	<ul style="list-style-type: none">• How choices impact strength, health, and control of mind and body• Impact of technology on mental health• Managing periods and menstrual health• Nutrition• Managing personal hygiene and dental health• Benefits of healthy eating, exercise, and sleep• Mental health and wellbeing care	<ul style="list-style-type: none">• Sustainability and the choices we make• What makes a good citizen• Philosophy for Children (citizenship in the UK)• What rights do children have• How can I be a good global citizen• Social responsibility	<ul style="list-style-type: none">• Identifying my strengths and skills• Saving, banks, and planning for the future• Overcoming challenges and fears• Understanding money and creating a personal budget• Developing strengths through public speaking (parts 1 & 2)• Activities Week• Public speaking practice and competition

	Autumn 1 Transition	Autumn 2 Personal Safety Inc. e-safety	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Physical and Mental Health	Summer 1 Being a good Citizen Inc. Active Citizenship	Summer 2 Living in the wider world
Year 8	<ul style="list-style-type: none"> Welcome Back: Who Do I Want to Be This Year Expectations and target setting as a Year 8 student Taking ownership of learning Resilience and coping with setbacks Philosophy for Children (P4C) Basic study skills and organisation Managing friendships and peer influence Focus, distraction, and digital boundaries 	<ul style="list-style-type: none"> HPV FGM Online safety Dangers of online scamming Cyberbullying Addiction and dependency: smoking, vaping, and alcohol Handling small emergencies 	<ul style="list-style-type: none"> Healthy vs. abusive behaviours in relationships Abuse in relationships LGBTQ+ diversity of relationships Gender and stereotypes Consent and the law Biological processes and hormones 	<ul style="list-style-type: none"> Mental health and wellbeing Self-care practices Balance and moderation Sport and mental health Self-care strategies Understanding mental health conditions 	<ul style="list-style-type: none"> The impact of fast fashion and consumer habits on sustainability Understanding racism Disability and discrimination in design Philosophy for Children: exploring values The role of police and courts Legal rights and responsibilities 	<ul style="list-style-type: none"> Developing social skills and networking Building a CV and interview preparation Life skills for independent living Managing money: saving, borrowing, fraud awareness Understanding personal finances and debt management Learning about cost of living, inflation, interest rates, and loans Building workplace skills

	Autumn 1 Transition	Autumn 2 Personal Safety Inc. e-safety	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Physical and Mental Health and Wellbeing	Summer 1 Being a good Citizen Inc. active citizenship	Summer 2 Living in the wider world
Year 9	<ul style="list-style-type: none"> Setting personal goals and understanding Year 9 expectations Overcoming procrastination and building motivation Exploring self-identity and personal growth Reflecting on important life lessons Career awareness and future planning Study skills: critical thinking and spotting misinformation Managing relationships and respecting boundaries Making informed choices for GCSE subjects). 	<ul style="list-style-type: none"> Philosophy for Children (P4C) discussions Understanding extremism and radicalisation Online literacy and responsible use of AI Handling workplace bullying and conflict Awareness of online addiction to gaming and social media Basic first aid for serious injuries like fractures and bleeding 	<ul style="list-style-type: none"> Introduction to sexual education Understanding sexually transmitted infections (STIs) Contraception methods Importance of consent Discussing pornography Legal rights and consequences in relationships 	<ul style="list-style-type: none"> Exploring emotional health and coping strategies Promoting physical well-being and body image awareness Understanding identity and self-reflection Preventing common health issues Learning how the brain responds to emotional triggers and how to manage them 	<ul style="list-style-type: none"> Preparing and delivering the Kipkelion Fair Exploring legal rights and protections Encouraging active community engagement 	<ul style="list-style-type: none"> Exploring careers and future pathways using Unifrog Reflecting on personal growth and lessons learned Learning about insurance, risk, and financial decisions Understanding GCSE options and making informed choices Developing media literacy and critical thinking Exploring legal responsibilities and key documents

	Autumn 1 Transition	Autumn 2 Personal Safety Inc. e-safety	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Physical and Mental Health and Wellbeing	Summer 1 Being a good Citizen Inc. active citizenship	Summer 2 Living in the wider world
Year 10	<ul style="list-style-type: none"> Reflecting on identity, personal goals, and expectations for the year Learning effective revision and GCSE study strategies Exploring post-16 career and education pathways Managing workload, stress, and prioritization Building confidence in public speaking and handling performance pressure Engaging in deeper thinking through Philosophy for Children (P4C) 	<ul style="list-style-type: none"> Understanding the risks and consequences of knife crime Exploring hate crime, harassment, and how to take positive bystander action Navigating peer influence and self-esteem online, including image sharing Recognising signs of exploitation and county lines involvement Learning about drug awareness and making safe choices Practicing advanced first aid, CPR, and mental health first aid strategies 	<ul style="list-style-type: none"> Understanding coercive control in relationships Learning about contraception and reproductive health Exploring sensitive topics like miscarriage, unplanned pregnancy, and abortion Recognising signs of neglect, grooming, and sexual exploitation Building resilience through discussions on failure and personal growth Developing critical thinking through Philosophy for Children (P4C) sessions 	<ul style="list-style-type: none"> Inspiring session with an author visit Raising awareness about breast cancer Exploring how nutrition affects focus and mood Understanding the connection between hormones, emotions, and physical health Building teamwork through benchball Learning effective revision strategies Managing stress and recognising stress responses 	<ul style="list-style-type: none"> Understanding and respecting diversity Developing financial awareness Learning about equality and the Human Rights Act Exploring how legal systems work Understanding humanitarian issues and social justice 	<ul style="list-style-type: none"> Exploring philosophical thinking and discussion Understanding the importance of voting and the electoral process Learning how democracy works Developing entrepreneurship and innovation skills Exploring careers and future aspirations Preparing for independent living (car maintenance and driving) Understanding global citizenship and interdependence Taking part in Activities Week

	Autumn 1 Transition	Autumn 2 Personal Safety Inc. e-safety	Spring 1 Healthy Relationships Inc. RSE	Spring 2 Physical and Mental Health and Wellbeing	Summer 1 Study Sessions	
Year 11	<ul style="list-style-type: none"> Setting goals and expectations for the year ahead Managing exam anxiety and stress Reflective thinking through philosophical discussions Advice from older students: What I wish I had known Effective revision and memory strategies Planning for post-16 options (Sixth Form, College, Apprenticeships, Work) Staying motivated and avoiding burnout 	<ul style="list-style-type: none"> Understanding and preventing gambling addiction Advanced first aid: responding to emergencies and supporting others Staying safe on nights out and at social events 	<ul style="list-style-type: none"> Exploring sexual health, fertility, and paths to parenthood Understanding forced marriage and honor-based violence Recognizing and responding to unhealthy relationships and unwanted attention Reflective discussions through Philosophy for Children (P4C) Examining how drugs and alcohol affect decision making 	<ul style="list-style-type: none"> Coping with academic and social stress Practicing mindfulness Maintaining a healthy diet and sleep routine Philosophy for Children: exploring physical and mental health Building mental resilience in adversity Understanding and managing anxiety 	<ul style="list-style-type: none"> Structured study sessions to reinforce learning and revision Opportunities for collaborative peer study and independent practice 	Exam Leave

	Autumn 1 Transition	Autumn 2 Healthy Relationships Inc. RSE (Plus UCAS)	Spring 1 Risk and the real world	Spring 2 Preparing for adulthood	Summer 1 Wellbeing and mindfulness	Summer 2 UCAS and careers
Year 12	<ul style="list-style-type: none"> Transition into life as a 6th form student Opportunity and support available What our school culture is Being part of a rights respecting school community, growth mindset, organisation for A-level An introduction to Philosophy for Children (P4C) 	<ul style="list-style-type: none"> What constitutes healthy relationships as we get older with a focus on boundaries, keeping safe online, sexual health and contraception. Examining LGBTQ+ healthy relationships The psychology of the bystander effect. 	<ul style="list-style-type: none"> How students can keep themselves safe; practical session on self-defence. Staying safe online with a focus on picture sharing. Examining drugs, alcohol and vaping. Students will also investigate credit and debit to become more financially aware. 	<ul style="list-style-type: none"> Examining all things to do with becoming increasingly independent. From healthy eating and knowing how to access medical help to mortgages and politics Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> A focus on how to attend to positive mental wellbeing whilst preparing for Year 12 exams. 	<ul style="list-style-type: none"> UCAS Applications and student logons. Personal statements guidance and support. EPQ Presentations GAP Year Talk

	Autumn 1 Transition	Autumn 2 Addiction	Spring 1 Rights and values	Spring 2 Independence	Summer 1 Looking Ahead	
Year 13	<ul style="list-style-type: none"> Transition into Year 13 Opportunity and support available What our school culture is, Continuation of finance awareness regarding credit and debit, and mortgages. 	<ul style="list-style-type: none"> Examining how addiction can affect young adults. Examining the addition of social media and the psychology behind addiction. Students will also complete a lesson of P4C 	<ul style="list-style-type: none"> Understanding the psychology of the bystander effect Understanding the wider world through politics. 	<ul style="list-style-type: none"> Examining all things to do with moving into adulthood. Applying for student finance Knowing when to seek medical advice Healthy eating Female health. 	<ul style="list-style-type: none"> Final post-18 discussions on UCAS Conditional and Firm offers Apprenticeships Looking ahead to A-level results day. 	Exam Leave