



Personal, Social, Health, and Education Policy

Reviewed by:	Denise Carpenter, School Principal
Date:	1 September 2026
Last reviewed on:	31 August 2025
Next review due by:	31 August 2028
Version control:	5
Approved by:	Tracey Storey, CEO

Context

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all learners. Under section 78 of the Education Act 2002 and section 2 (i)(d) of the Independent School Standards (ISS) 2019, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of learners at the school and of society, and
- Prepares learners at the school for the opportunities, responsibilities, and experiences of later life.

PSHE

At The Stable School, we teach Personal, Social, Health Education as an integral part of the curriculum in all aspects of learning for all learners.

This also supports the 'Personal Development' and 'Behaviour and Attitude' aspects evaluated under the Ofsted and ISS inspection Framework, as well as significantly contributing to the school's safeguarding and equality duties, the Government's British Values agenda and, the SMSC (Spiritual, Moral, Social, Cultural) and learners rights through the implementation of Rights Respecting Schools.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education) (statutory guidance)
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- [Respectful School Communities: Self Review and Signposting Tool](https://www.gov.uk/government/publications/respectful-school-communities-self-review-and-signposting-tool) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://www.gov.uk/government/publications/respectful-school-communities-self-review-and-signposting-tool)
- [Behaviour and Discipline in Schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
- [Equality Act 2010 and schools](https://www.gov.uk/government/publications/equality-act-2010-and-schools) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-and-schools)
- [SEND code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)
- [Alternative Provision](https://www.gov.uk/government/publications/alternative-provision) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/alternative-provision)
- [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)
- Social, emotional, and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional, and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.gov.uk/government/publications/overview-social-emotional-and-mental-wellbeing-in-primary-and-secondary-education)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)
- [Preventing and Tackling Bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) (advice for schools, including advice on [cyberbullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- [The Equality and Human Rights Commission Advice and Guidance](https://www.gov.uk/government/publications/the-equality-and-human-rights-commission-advice-and-guidance) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.gov.uk/government/publications/the-equality-and-human-rights-commission-advice-and-guidance)
- [Promoting Fundamental British Values as part of SMSC in schools](https://www.gov.uk/government/publications/promoting-fundamental-british-values-as-part-of-sm-sc-in-schools) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-fundamental-british-values-as-part-of-sm-sc-in-schools)
- [SMSC requirements for independent schools](https://www.gov.uk/government/publications/sm-sc-requirements-for-independent-schools) (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sm-sc-requirements-for-independent-schools)

Intent

PSHE refers to personal, social, health and economic education. This policy covers our 'whole school' approach to delivering PSHE whilst meeting the often complex social, emotional, and mental health (SEMH) needs of our learners.

At The Stable School we are committed to the development of the whole child. PSHE is a critical component of this and is taught consistently, discreetly and with integrity and purpose. As trauma informed practitioners we recognise the impact trauma has on our learners whether it be ACE or need related. In relation to this we adapt to meet the needs of every learner. All learners are given the opportunity to acquire the knowledge, understanding and skills they need to manage their lives both now and in the future. Whilst we plan and deliver a weekly PSHE lesson, our intent is for the learning objectives and values to be woven throughout the day through dialogue, using additional learning content and cross-curricula learning within other subjects of the curriculum. If a learning need arises for the individual, group or societally we intend to adapt to this, teaching through a collaborative approach using resources such as assemblies to address the need that is present.

Entitlement and Equality of Opportunity

- We promote the needs and interests of all learners, irrespective of gender, culture, ability, or personal circumstance.
- Our teaching will consider the age, ability, readiness, and cultural backgrounds of our learners.
- It will also consider the needs of learners with English as a second language. We will ensure that all can fully access our PSHE curriculum and related provision.
- We promote diversity and inclusion by considering all learners needs when planning schemes of work and delivery of lessons. Through our school values, we encourage and expect our learners to consider the needs of others.
- We will use PSHE education to address diversity issues and to ensure equality. We recognise the right of all learners to have access to PSHE education that meets need and will ensure that our learners can access everything needed through our inclusive curriculum. We use a range of teaching strategies to ensure we can deliver accessible content for all.

Implementation

Teaching and Learning

Principles and Methodology

- This policy outlines our school practice and procedures relating to the delivery of our PSHE whole school curriculum across all key stages.
- Our curriculum covers three themes over a school year. We determine learners' prior knowledge through observation, discussion, and learner voice. Our PSHE programme will be delivered through a range of teaching methods that include practical and discussion-based activities.
- School will ensure delivery of engaging, and motivational lessons. By using the characteristics of effective learners, school will support learners to make connections between their learning and real-life experiences.

Planning, Teaching and Learning

- The PSHE curriculum is delivered through the PSHE Association programme. Ensuring progression and continuity from Year 7 to Year 11.
- Staff teaching and delivering our curriculum through the PSHE Association programme will ensure learning opportunities are matched to the individual needs of our learners. As already indicated, this includes those with English as an additional language.

The 3 themes are:

- Living in the wider world – career planning, financial literacy and exploring our rights and responsibilities

- Health and wellbeing – puberty, mental health, keeping active, dental care and healthy eating.
- Relationships – Understanding friendship, family and other relationships, kindness, conflict resolution, and communication skills.

Through these Themes, the Aim is to:

- Develop self-esteem and confidence.
- Work cooperatively with others.
- Be respectful towards others.
- Be accepting of others.
- Have a sense of belonging and identity.
- Develop curiosity, enthusiasm, and independence in their learning.
- Be motivated and creative in their learning.
- Take risks and be resilient.
- Work hard to achieve personal success.
- Be responsible and emotionally intelligent.
- Understands what constitutes a healthy lifestyle.
- Be aware of safety issues (personal safety, e-safety).

Promoting Cultural Awareness and Understanding

- We ensure that fundamental British Values are strongly embedded and promoted through our school ethos and values.
- We also ensure that the 9 Protected Characteristics are integral to the delivery of the PSHE curriculum.
- We seek regular opportunities for our learners to discuss recent news events to aid their understanding of life in modern Britain and link this to British Values.
- We teach development and awareness of our learners spiritual, moral, social, and cultural needs.
- Through Rights Respecting Schools our learners develop skills to express their thoughts and feelings appropriately.

In this way we support learners to:

- Understand Democracy by learning to participate and work collaboratively to make decisions through democratic processes (working as a team).
- Understand the Rule of the law, understanding that rules matter and are important to keep us safe.
- Develop and have Mutual respect for others even though we might not always agree with their thoughts and feelings.
- Show tolerance towards others and accept that other people have different beliefs from ours and they may believe in different religions.
- Live in harmony with others.

The delivery of PSHE reflects and compliments the trauma informed engagement strategy for all learners set out in the following documentation:

- Behaviour Policy
- Anti-Bullying Policy
- British Values Policy
- Online Safety Policy
- EAL Policy
- Equity, Diversity, and Inclusion Policy
- Prevent Duty Policy
- RSE Policy
- Safeguarding and Child Protection Policy
- SEND Policy

The Stable School working in alignment with the PSHE Association

At The Stable School our schemes of work follow the PSHE association framework, which the PSHE leads have undertaken training with. As an independent school, the PSHE association advise the following:

Requirements for independent schools: Independent schools must provide PSHE education in its entirety, in order to meet the Independent School Standards. Within this, they must comply with the DfE statutory guidance for Relationships/Relationships and Sex Education. They do not have to follow the statutory content for Health Education set out in the RSHE guidance but will find it useful when planning the Health Education elements of their PSHE education programme.

In September 2026 our PSHE curriculum has been updated in alignment with the DfE statutory framework guidelines that update to reflect young people's lives today.

Many changes to the RSHE curriculum revolve around what it's like to grow up as a child in 2026 and the new challenges and influences young people face as a result. While some of the topics are more sensitive, the guidance recommends taking a positive approach to learning:

"Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys."