



PSHE POLICY

Queen's College, London

Due for review Michaelmas 2027

Queen's College, London ("the College") operates at 43-49 Harley Street, [for pupils aged 11 to 18 years] referred to in this policy as the School unless otherwise stated.

Purpose of the Policy

This policy sets out how Queen's College London delivers Personal, Social, Health and Economic (PSHE) education to support pupils' personal development, wellbeing and preparation for life.

Aims

The aims of the PSHE curriculum are to promote a broad and balanced curriculum with a programme of support, guidance and activities for all pupils, during which we will:

- promote pupil spiritual, moral, social, cultural and economic development;
- foster individual self-awareness and make each child feel valued for herself, within the context of a caring community where respect and concern for the individual prevail;
- provide pupils with age-appropriate information in order that they can stay safe, be healthy, make a positive contribution and understand and achieve economic wellbeing;
- adapt the curriculum to introduce current or topical issues;
- encourage positive relationships through the whole school community which allow all pupils to feel valued and respected;
- educate pupils on crucial topics such as the protected characteristics, financial and economic responsibility, staying safe, relationships and sex education, and personal health and welfare;
- promote and explore fundamental British values;
- encourage and promote and upskill pupils to create a culture of tolerance, diversity and respect for others, with particular regard to the protected characteristics under the Equality Act 2010;
- allow pupils to become successful, resilient learners, confident individuals and responsible citizens;
- prepare pupils for opportunities, responsibilities and experiences of adult life.

Our PSHE curriculum will also cover areas such as e-safety, mental health and wellbeing, and draw upon our Relationships and Sex Education Policy.

Scope

This policy applies to all pupils in the College and outlines the PSHE provision across the College.

Definitions

PSHE includes education relating to health and wellbeing, relationships, citizenship, personal safety, financial education and preparation for adult life.

Principles

The School's approach to PSHE is:

- age-appropriate and inclusive;
- responsive to pupils' needs and experiences;
- delivered in a safe, supportive environment;
- aligned with statutory guidance;
- supported by trained staff and external expertise where appropriate.

Roles and Responsibilities

The Principal and Co-Heads of QCPS have overall responsibility for the implementation of this policy.

The Head of PSHE is responsible for:

- - curriculum design and development;
- - ensuring compliance with statutory guidance;
- - monitoring provision.

Staff delivering PSHE are responsible for:

- - delivering the curriculum effectively;
- - creating a safe learning environment;
- - identifying and reporting safeguarding concerns.

The Council oversees the effectiveness of PSHE provision.

Working with Parents

The School works in partnership with parents to support PSHE education. Information about PSHE content is shared through termly communications, and parents have access to supporting resources.

Rationale and Curriculum Principles

This PSHE policy is supported by appropriate written plans and schemes of work (SOW) which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Our PSHE curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is demonstrated by the effective implementation of appropriate plans and SOW.

Personal, social, health, and economic education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and outside. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case safeguarding procedures must be followed immediately. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur the School's Safeguarding and Child Protection Policy must be followed.

Teaching PSHE

The PSHE curriculum was rebuilt in 2019 to meet the requirements of the Department for Education's statutory guidance for the introduction of compulsory Relationships and Sex Education. This curriculum was built with the information from an internal PSHE review, pupil voice, parental consultation, the PSHE Association framework and ISI guidelines. Following another curriculum review and pupil voice, it has now been extensively updated to meet the 2025 update to the statutory guidance for

teaching from September 2026. This will continue to be reviewed and updated annually by the Head of PSHE using feedback from pupils, parents and staff.

Aims and Teaching

Each pupil has a weekly 55 minute PSHE lesson, the aims of which are set around those laid out in the DfE and ISI PSHE guidance. Our programmes cover a wide range of subjects, including:

- drugs, nicotine and alcohol education
- emotional and mental health and wellbeing
- relationship and sex education (RSE)
- nutrition and physical activity
- personal finance
- safety and related laws
- careers education
- study skills

Spiritual, Moral, Social and Cultural development (SMSC) is also very much embedded in the PSHE programme. PSHE topics are delivered through form time and/or PSHE lessons and the College's Prayers programme. 'Thrive' lessons in Class 3 on the topics of 'Kindness', 'Financial Literacy', and 'The History of the College' and in Class 2 on the topics of 'Tycoon Enterprise Program', 'Life Skills' and 'Politics and Campaigning' enrich PSHE learning aims. Every pupil in every year has one period a week timetabled for PSHE and these programmes are developed by the Head of PSHE with support from:

- The Director of the Senior College – Senior College
- The Director of the Junior College – Junior College
- The Director of the School – School
- The Assistant Head – Pupil Development

The PSHE programme is delivered primarily by Form Tutors and the Head of PSHE, with Heads of Section and outside speakers contributing as appropriate, especially in the Senior College. Those in charge of this programme are in communication when necessary with the Principal, Pastoral Deputy Head, Assistant Head – Pupil Development and Section Heads to ensure the successful delivery of a rolling programme of relevant material.

PSHE topics often touch upon pupils' real-life experiences. A safe, inclusive, supportive and sensitive learning environment will be created by those leading sessions in each context by establishing ground rules for engagement in the lesson. Staff or those delivering PSHE material will ensure that pupils who either

indicate they may be at risk or appear to be affected by subject content, get appropriate support by liaising with the relevant pastoral team and adhering to the College's Safeguarding and Child Protection Policy. Pupils are encouraged to check ahead on lesson content to see if anything will be challenging for them, and then speak to a member of the pastoral team to get appropriate support.

Parents play an essential role in ensuring effective learning in PSHE and holistic child development in line with the ethos and values of the College. Information about what will be learned in PSHE is communicated by Form Tutors in their start of term letter. Parents also have access to Tooled-Up, a research-based website, which provides guidance on a number of topics, complementary to our in-school provision.

Objectives

The PSHE programme needs to be:

- **Appropriate**, to the current needs of each year group and the problems they face, both
- in school and in the world outside;
- **Team Based**, involving consultation and exchange of information between form
- tutors, year tutors, the pastoral team and those with special responsibility;
- **Flexible**, and not a straitjacket for staff. Responsive to immediate and unexpected problems plus adapted to the talents and specialist knowledge of the current staff;
- **Coherent**, A structured programme, which can be seen as a single, spiral, progressive curriculum through the seven years a child is in College, without unplanned repetition, but with reinforcement through various stages;
- **Pupil Centred**, not teacher directed. Aiming at increasing self-reliance through role-play, debate and discussion and building on the experience of each age group, using active teaching methods;
- **Informative**, Specialists and those with direct knowledge in their field should provide accurate information. Constant updating and training of staff in key areas is vital, as is careful assessment of all outside material like videos;
- **Safe and Supportive**, Staff should create an environment where pupils feel safe to investigate sensitive topics without harm.

Content Guidelines

Social, Moral and Ethical Responsibility

Pupils should learn about socially, morally and ethically responsible behaviour through classroom activities and discussion and through experiences beyond the

classroom. This responsible behaviour should be shown to each other and to all members of their various communities. They should also be given opportunities to engage with the 'British Values' of democracy and understand the rule of law, as well as appreciate British institutions.

Community Involvement

Pupils should learn about the communities of which they are a part, and the benefits of becoming helpfully involved in them, beginning with their families through to consideration of service that they can offer to (and receive from) the College, neighbourhood, local, national and global community, with an emphasis on understanding diversity, discrimination and tolerance.

Spiritual

Through the lens of the main PSHE topics, pupils are given opportunities to explore a range of beliefs so that they can respect faiths, feelings and the values of others as well as learn about the importance of tolerance.

Drugs, Alcohol, Tobacco and Nicotine

We have to prepare the pupils to lead confident, healthy, safe and independent lives. Education about drugs, alcohol, tobacco, vaping and nicotine is crucial. It can increase a young person's knowledge and understanding of the effects they produce and help them make safe and informed decisions. We aim to help pupils to explore their own and other people's attitudes and to develop skills such as critical thinking, assertiveness, communication, risk assessment and problem-solving. Education on this topic is an integral part of PSHE.

Emotional and Mental Health and Wellbeing

Like physical health, all people have mental health. Developing a balanced understanding and skills to support mental fitness and mental health is essential in helping pupils to lead rewarding lives. Talking about mental and emotional health aims to reduce stigma and support our pupils to take responsibility for their own health and know how and when to support their friends. We want to encourage pupils to identify, understand and communicate their feelings. The wider school environment should enable this and help build their confidence by openly addressing issues of mental and emotional health and wellbeing. During PSHE dealing with the pressures pupils often face is an important theme so promoting good mental health is paramount.

Protected Characteristics

We will make pupils aware of the nine legal protected characteristics and give them skills to develop tolerance and understanding of how to avoid and counter prejudice and discrimination:

- age;

- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Nutrition and Physical Activity

A normal balance of foods and relationship with eating provides the energy, nourishment and mental wellbeing everyone needs to survive and to enjoy life. It is our responsibility to ensure that the pupils are given the best guidance possible in nutrition and develop a positive relationship with eating and food. Participation in Physical Education (PE) and sport are key to encouraging pupils to maintain healthy lifestyles and every pupil is given the opportunity to participate in a wide range of sporting activities, including in the sixth form. PSHE education supports pupils to develop a positive, sustainable relationship with movement.

Personal Finance & Economic Education

PSHE at Queen's recognises that education is about helping pupils to develop the knowledge, skills and understanding they need, including developing financial capability, to live confident, independent lives.

Keeping Safe

We have a responsibility to enable pupils to keep themselves safe in the home, at school, while travelling, at work, in play, online, in sport and in leisure. Safety education and an understanding of the relevant laws help them to recognise potential risks. The main risk areas covered are:

- Road safety
- Personal safety
- Street safety and basic self-protection training
- Health talks e.g. breast cancer awareness and mental health
- Alcohol and drug awareness talks
- Online safety and safe and appropriate use of technology
- Safety in relationships

Relationships and Sex Education

Effective RSE is crucial to developing and maintaining emotional and physical health. Tutors, our Nurse, staff responsible for the PSHE programme or an outside agency deliver the RSE sessions and address the wider issues of relationships appropriate to each age group in line with statutory guidance. The College has a separate RSE policy.

Digital Literacy

Understanding the online world is an essential skill and the PSHE programme covers important topics to support pupils to develop a safe, productive, healthy, ethical and responsible relationship with the online world and technology. As this area is constantly changing, this content is updated routinely to meet new demands.

Identity and Puberty

Adolescence is a time of growth and opportunity for young people, yet without adequate framing of the nature of the experience, it can be overwhelming, confusing, and unsettling. It is important that this vulnerable time is met with thoughtful guidance about what it means to grow up so that our pupils are given a good chance to develop their self-esteem despite the identity shifts they navigate and the context they live within. Content around the physical changes, brain development, behaviour, and self-image support our pupils to grow their confidence, respect and self-worth.

Choices and Careers

Queen's has a dedicated Assistant Head – Futures & Innovation who plays an important part in giving careers advice to all pupils in the College. In the Senior College, they play an important role in giving advice, notably through UCAS.

Study Skills

Such education is embedded throughout the PSHE programme at appropriate moments in the academic cycle.

Copies of the PSHE schedules are displayed in the relevant form rooms and are available on the Shared Pastoral Drive.

Appendix 1. Content of the PSHE Scheme of Work in the College

The curriculum is divided into three core themes of study: **Health and Wellbeing; Relationships;** and **Living in the Wider World.**

As PSHE topics are not siloed, there are invariably crossovers between topics in different core themes. The content is set around those laid out in the DfE PSHE guidance, statutory requirements for Relationships and Sex Education and modelled on the PSHE Association Programme of Study. Content covered is communicated to parents/carers by Year Tutors or Form Tutors.

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Class 3	Transition and safety: organisation; transitions; personal safety; online life; managing risk; friendship; bullying; bystanders.	Building relationships: friendship challenges; similarities, differences, peer influence; media and body image; healthy and unhealthy relationships; managing conflict; consent.	Diversity: identity; diversity; stereotypes; protected characteristics; cyberbullying; upstanding.	Health & puberty: puberty; menstrual wellbeing; feelings; healthy coping strategies; healthy living; vaping.	Developing skills: independent learning; active listening; spending and budgeting; getting a job; inflation; critical consumption.	Careers: dream jobs; what is a career?; entrepreneurship; work-life balance; the future.
Class 2	The Digital world: online life; digital tattoo; online reputation; the Online Safety Act; influence; the algorithm; click and pay; gaming; social media; online spending.	Belonging & Community: identity and community; bias and stereotypes; discrimination; values; diversity; preventing gender-based violence.	Identity & Relationships: healthy relationships; sexualised media; safer online relationships; sexual harassment; image-sharing; consent.	Wellbeing: managing emotions; managing reactions; developing positive thinking patterns; managing rumination and worry; managing tension and stress.	Drugs, alcohol and tobacco: study skills, stress and revision; understanding drugs; tobacco and nicotine; alcohol and risk; food for thought.	Careers & finance: money – how to open a bank account, save, and manage debt; what are my interests; CVs; challenges and rewards of work; creating the life you want.
Class 1	Health & Wellbeing: being active; sleep; dental health; normal eating; menstrual wellbeing; vaping.	Careers: targets; what comes after school?; choosing what to study at KS4; taking control of your career; managing your money; the labour market.	Respectful relationships: self-esteem; changing relationships; family roles; conflict; managing change, loss, and grief; managing the ending of friendships.	Intimate relationships: choices around sex; sex and the law; healthy relationships; contraception and STIs; feelings about sharing nudes; consent; deepfakes; FGM, virginity testing, and hymenoplasty.	Influence & risk: exploring attitudes; the law and managing risk; alcohol and cannabis; managing influence; coercive friendships; serious and organised crime; misogyny - harms and misconceptions; misogyny - responding to it.	Wellbeing for life: managing strong emotions; managing distractions; managing disappointments; unhealthy and healthy coping strategies.
1 Junior	New Challenges: learning skills; food for thought; physical activity; sleep.	Belonging & community: friendship and bullying; equality and discrimination; valuing ourselves and valuing diversity; understanding and preventing extremism; gangs; misogynistic attitudes; safely challenging misogynistic beliefs; belonging to ourselves.	Exploring influence: influence, pressure and the teenage brain; social media and money; social media and trust; drugs; online financial harms.	Healthy relationships: relating to others; sexual relationships; communication; consent; pornography; pleasure; pressure, persuasion, and coercion; forced marriage; relationship rights and responsibilities.	Healthy relationships: sexual health and contraception; deepfakes; nudes; AI.	Careers: exploring employer profiles; what career is best for me; work experience; wellbeing in the workplace.
11 Junior*	Wellbeing for life: mental health and wellbeing throughout life; managing distractions; changing thinking habits; seeking help and support; managing stress and tension; menstrual wellbeing; study skills, motivation, and time management.	Careers: post-16 choices; apprenticeships vs higher education.	Safe relationships & sexual health: healthy and unhealthy relationships; power and control; setting boundaries and getting help; relationship behaviours; choices around sex and contraception; sexual health.	Families, fertility & pregnancy: long term relationships; parenting; fertility and routes to parenthood; pregnancy outcomes and choices; managing change, loss and grief.	Financial literacy: take home pay; budgeting, savings; investing; insurance.	Study Leave
1 Senior	Transition to A-level study Adapting to A-level study including study skills, greater independence, and skills development.	Mental and physical health, well-being and safety (two-year programme) Understanding and taking responsibility for mental and physical health and well-being including healthy eating and exercise, emotions, lifestyle balance, screening, mental ill health, and risks and consequences of gambling, drugs and alcohol.	Life Skills and Money Self Defence, Learning to Drive, Road and Pedestrian Safety, Financial Literacy.	Relationships and sex education (two-year programme) Gender and sexuality, abusive relationships and harassment, assertive communication and consent, equality, sexual health, reproductive rights, sexual well-being, menopause, and the influence of pornography	Health and wellbeing Developing self-care and coping with exams and stress, food and mood, developing skills and goal setting for the future.	Planning ahead UCAS workshops, Personal reflection and understanding personal strengths and weaknesses
11 Senior	Life beyond school UCAS, interview skills and employability				Developing independence Revision planning, study leave, exam wellbeing and end of school transitions	Study Leave
K	Health & wellbeing	Relationships & sex education	Living in the wider world	*Content taught to IJ will not necessarily follow the order above, as pupils will be taught in a carousel format.		

Policy information

Policy Title	PSHE Policy
Version	v. Approved
School	Queen's College London
Category	Curriculum, Teaching & Learning
Statutory policy	No
Policy owner 1	DSL
Policy owner 2	Head of PSHE
Approval	SLT
Submission to Council	Not required
Publish on website	Required
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Approved by SLT	Approved
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