



STREATHAM & CLAPHAM HIGH SCHOOL

PSHCE POLICY (PSCHE and CITIZENSHIP)

Person(s) responsible for this policy		Head of PSHCE / Assistant Head Pastoral SCHS, Assistant Head Pastoral Prep / Head of PSHCE	
Last review by	M Furborough A Nicholson D Lewis (Sept 2026)	Review date	September 2026
Date of next review		September 2027	

Senior School

Rationale

Aims of the school:

- The provision of a liberal and challenging academic education
- The promotion of high standards of achievement across the spectrum of activity
- The nurture of personal development to develop confidence, self-esteem and leadership skills
- The development of civilised values, attitudes and standards

Our PSHCE Programme supports the school ethos of 'towards wisdom unafraid' by developing the knowledge, confidence and skills students need to make well-informed choices. It enables all students to develop a broad range of life skills and make the most of their abilities, both inside and outside the classroom. The programme aims to promote pupils' spiritual, moral, social and cultural development; effective skills of enquiry and communication; and the ability to form and maintain positive relationships. Together with the careers (futures and aspirations) and Horizons (Year 10) curriculum, PSHCE aims to develop enterprise and employability skills and contribute to the attainment of economic wellbeing and financial capability. At Streatham & Clapham, we aim to prepare our pupils effectively for all the opportunities, responsibilities and experiences of life and for an active role as a citizen. The personal development of pupils plays a significant part in their ability to learn and achieve and the inclusion of PSHCE in the curriculum is fundamental to the achievement of our aims.

Entitlement

During their school career pupils are entitled to a comprehensive and relevant programme of Personal, Social, and Health and Citizenship and Economic education. This will include:

- Thinking about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including internet-based sources;

- Contributing to group and exploratory class discussions, and taking part in debates;
- Using empathy and imagination to consider other people's experiences and to be able to think about, express and explain views that are not their own, with particular reference to the nine protected characteristics of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation;
- Negotiating, deciding and taking part responsibly in both school and community-based activities;
- Reflecting on the process of participating;
- Respecting the differences between people as they develop their own sense of identity and being able to present themselves confidently in a range of situations;
- Recognising when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help, and responding appropriately;
- Finding out about the impact of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively;
- How to empathise with people different from themselves, recognising some of the cultural norms in society, including the range of lifestyles and relationships;
- Resisting pressure to do wrong, having respect and understanding for the rule of law, and recognising when others need help and how to support them;
- The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations;
- Understanding, and having respect for, public institutions which underpin British society
- The wider issues and challenges of global interdependence and responsibility;
- Researching a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including internet-based sources, showing an awareness of the use and abuse of statistics;
- Contributing to group and exploratory class discussions, and taking part in formal debates about the diversity of different ethnic groups and the power of prejudice;
- To be aware of exploitation in relationships and to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support;
- To work cooperatively with a range of people who are different from themselves, including learning how to appreciate multiculturalism and diversity and practice equity in their daily lives;
- Statutory Relationships & Sex (RSE) & Health Education;
- Economic education including how to manage personal finances in the future;
- And justifying, orally and in writing, an informed opinion on such issues, problems or dilemmas as listed above.

In all years, pupils 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 learn how to respect our common humanity, diversity and differences so that they can form and maintain effective relationships.

The 'Breadth of opportunities' encourages pupils' participation in activities that address issues concerning diversity, anti-racism and the promotion of British values. Pupils have opportunities to:

- Take responsibility;
- Feel positive about themselves;
- Participate;
- Find information and make real choices;
- Meet and work with people;
- Develop relationships;
- Consider social and moral dilemmas;
- Represent the school at inter-cultural community events;
- Gain recognition for the role they play in school life, such as organising activities for younger pupils or leading anti-bullying initiatives;
- Work with people from the local, national and global community, including community and religious leaders and national and international aid organisations, taking part in initiatives to reduce crime and improve personal safety or the environment in the local area;
- Communicate with young people in other countries by web conferencing, e-mail or letters;
- Encourage respect and understanding between different races and deal with harassment;
- Contribute to the development, implementation, review and monitoring of school policies about anti-bullying, equal opportunities and anti-radicalisation
- Take part in community initiatives to reduce crime and improve personal safety or the environment in Lambeth.
- Work together in a range of groups and social settings with their peers and others, exploring and discussing issues such as the similarities in and differences between cultures, races and religions;
- Develop and implement strategies to challenge racism when they experience or observe it;
- Ask for/provide help and advice.

Outcomes

- Students should be motivated and have positive attitudes to life. Students will have developed a broader awareness of risk and its management. They are prepared for adult responsibilities, the discipline of work and can maintain effective relationships.
- Parents, careers services, governors, employers and the local community are invited and encouraged to participate in developing activities and ideas beyond the classroom.
- Students are aware of their own strengths and personal qualities and have a balanced view of their self-worth and potential.

How the PSHCE Programme is delivered

- Pupils in Year 7, Year 8, Year 9 have 1 timetabled lesson per fortnight. Year 10 PSHCE will be delivered as part of the 'Horizons' programme and Year 11 PSHCE will be delivered during a

single period of Kinza enrichment time. The Sixth Form PSHCE programme is delivered during timetabled General Studies lessons once a fortnight.

- The PSHCE programme is enhanced by a range of external visitors who are carefully DBS checked and must send all resources to use beforehand to check for extreme views or radicalisation.
- Through participation in wellbeing form time tasks and teambuilding house activities.
- Sixth Form study skills programme and the enrichment lecture series.
- Whole-school or year assemblies led by pupils or staff.
- Through participation in work experience or volunteering.
- Through participation in clubs and focus groups such as the eco group, school council and other groups aimed at collecting student voices.
- Through running and supporting clubs for younger members of the senior school.
- Through participation in co-curricular activities: conferences such as the Duke of Edinburgh Award Scheme.
- Through partnerships with other members of the community: local charitable organisations, primary schools, and parents.
- Through the taught academic curriculum, including the Kinza programme.
- Through partnerships and involvement with local authorities as opportunities arise.

Who delivers the PSHCE Programme?

- The Head of PSHCE and Assistant Head (Pastoral and Safeguarding), supported by a team of teaching staff, are timetabled to deliver the programme to Years 7–11. The Head of PSHCE and Sixth Form Pastoral Leaders will deliver the programme to the Sixth Form. All staff delivering PSHE are supported by the Head of PSHCE, who provides appropriate training, guidance and resources.
- The Head and SLT are aware of, and support, the whole programme.
- The SLT, year team and student leadership team prepare and deliver whole school assemblies, many of which are designed to promote consideration of moral, spiritual, cultural and social issues.
- Parents, charitable organisations and other local providers and guest speakers, such as the Police or other public institutions, are involved as appropriate.
- Parents may be invited to take part in activities such as workshops as appropriate.

Resources

- Support is provided by the GDST network of PSHE teachers as well as external providers.
- Schemes of work have been developed to build upon the PSHE programme at SCPS. They have also been adapted based on the Cre8tive resources PSHE curriculum and PSHE association, then are tailored to suit the needs of the student at SCHS.
- Use of ICT equipment as required where necessary and all lessons are shared with students on teams for support slides after the lesson. These are signposted by the Head of PSHCE at the end of each lesson.
- Funding is allocated in the budget planned around whole school priorities and deployed by the Head of PSHCE.

Monitoring and Evaluation

- The Head of PSHCE plans, monitors and reviews the delivery of PSHCE alongside input from the Assistant Head (Pastoral and Safeguarding) and the pastoral team.
- Annual review discussion. Existing activities are reviewed, and development areas and budget allocation agreed. These are then linked into the whole school planning process.
- Students are assessed using baseline confidence checkers at the start and end of their lessons. At the beginning and end of each topic, students will complete an assessment sheet to self-assess their initial understanding and then evaluate what knowledge has been gained during the teaching of the topic. This includes a further research section. Their comments may be used to inform further planning.
- The Head of PSHCE will be responsible for ensuring the policy and programme are delivered as agreed, for supporting staff in the delivery and also in the assessment of pupil progress and for recommending targets for whole school development.

Action taken for new RSHE Guidance:

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

The new RSHE guidance includes updated guidance on the teaching and delivery of the below content areas to Secondary-aged pupils. A summary of how the Streatham and Clapham PSCE curriculum addresses these areas is below:

- Criminal strangulation (even without visible injury): This topic is already covered in Year 10 lessons on pornography and unrealistic expectations. A clear, standalone slide has been added make this point more explicit.
- Online pornography, deepfakes, AI-generated content: This topic is already covered in various lessons across Years 8–10 and in the Sixth Form.
- Incels, misogyny, “manosphere” dynamics: Incels and misogyny are already addressed in Sixth Form and within Year 11 lessons. The term "manosphere" will be addressed more explicitly.
- Online sexual extortion and image-based abuse (“revenge porn”, “nudes”): This topic is already covered in both Year 8 and Year 10 in an age-appropriate way.
- Suicide prevention, and mental health distinctions (normal distress vs. illness): This topic is already covered in Year 8, Year 10, and Sixth Form in an age-appropriate context.
- Gynaecological health: This topic is already covered in Year 11 and Sixth Form.
- Positive masculinity and role models: This topic is already covered within the Year 10 feminism lesson and in Sixth Form sessions.
- Legal definitions of biological sex and gender reassignment: This topic is already covered in the LGBTQ+ introductory lesson in Year 8.
- Bereavement, grief and loss: In 2025/26, all staff all staff will be having training with “grief wise” to support pupils with grief and loss

Relationship to other whole school policies and initiatives

This policy is underpinned by, and should be read in conjunction with:

- The curriculum policy
- The careers policy
- The work experience policy
- The health and safety policy
- The drugs education and smoking policy
- The relationship and sex education policy
- The equal opportunities policy
- The safeguarding policy

Prep. School

Our Aims: We aim to provide stimulating, high-quality learning experience within a safe and happy environment where all are active participants in their own learning, developing skills and knowledge.

Aims & objectives of PSHE

The aims of personal, social, health and citizenship education are to enable the children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- understand the principles of our society and democracy
- value their role as a contributing member of a democratic society
- know and understand what constitutes a healthy lifestyle
- be aware of issues regarding their own safety and the safety of others
- understand what makes for good relationships with other members of the school and wider community, including respecting differences of opinion
- be independent and responsible members of the school community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues and make the most of their abilities
- have a greater understanding of finances and the value of money.

Personal, social, health and economic education (PSHE) and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

This policy has regard to relevant legislation and statutory guidance, including:

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from September 2026
- PSHE Association, Programme of Study for PSHE Education (2026)
- Equality Act 2010

- Children and Social Work Act 2017
- Keeping Children Safe in Education 2026
- SEND Code of Practice: 0 to 25 years
- relevant safeguarding, online safety and behaviour guidance.

What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is covered in accordance with the EYFS framework. PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

From Year 1 to Year 6, PSHE education is delivered through a planned, progressive curriculum informed by the PSHE Association Programme of Study for PSHE Education (2026). The curriculum incorporates statutory Relationships Education and relevant health education content, alongside wider PSHE education including economic wellbeing, financial education, citizenship, personal safety and preparation for life. The curriculum is organised around the following areas:

- Relationships, including families, friendships, respectful relationships, boundaries and being safe
- Health and wellbeing, including physical and mental health
- Online safety and digital wellbeing
- Personal safety and safeguarding
- Economic wellbeing and financial education
- Rights, responsibilities and citizenship
- Preparation for life and the wider world
- Age-appropriate relationships and sex education, in accordance with the school's RSE policy.

Teaching and learning

PSHE is delivered in a cross-curricular way and through weekly lessons through a range of teaching methods, including:

- Circle time activities
- Paired discussions
- Role play, third person scenarios, fictional stories (distancing techniques)
- Group work
- Assemblies
- Webinars
- Talks by external providers

In PSHE our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Teaching takes into account the age, ability, readiness, learning barriers and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

We create a supportive learning environment by:

- Having ground rules within lessons
- Not sharing personal information
- Listening and respecting each other
- Using appropriate language
- Not putting anyone on the spot
- Not to judge or make assumptions
- Using distancing techniques
- Promote the interests and needs of all pupils, irrespective of protected characteristics
- Provide a confidential reporting system for children
- Responding to pupils' feedback and needs by hosting fortnightly meetings with Pupil Voice representatives

SEND and Accessibility

PSHE and RSHE teaching is adapted and made accessible for pupils with SEND, taking account of individual communication, cognitive, sensory, emotional and learning needs. Additional consideration is given to the increased vulnerability some pupils with SEND may experience in relation to abuse, exploitation, harmful sexual behaviour, bullying and other safeguarding risks.

Equality, Diversity and Inclusion

The PSHE curriculum promotes respect for others and has regard to the protected characteristics set out in the Equality Act 2010. Content is age and developmentally appropriate and seeks to challenge prejudice, discrimination and stereotyping.

Families and Relationships

The curriculum recognises and positively represents the diversity of family structures and caring relationships within society, including single-parent, foster, adoptive, kinship and same-sex parent families. Teaching is sensitive to pupils' individual circumstances and avoids stigmatising children because of their family or home circumstances.

Digital and online safety

Online safety is embedded throughout the PSHE curriculum. Pupils are taught age-appropriate knowledge and skills relating to online relationships, privacy, personal data, digital identity, misinformation and disinformation, online bullying and harassment, scams and fraud, gaming and financial risks, AI-generated content and other emerging online risks.

Teaching is reviewed regularly to respond to emerging technologies and safeguarding risks and is delivered alongside the school's Online Safety and Acceptable Use policies.

Safeguarding

PSHE contributes to the school's safeguarding curriculum by teaching pupils about healthy relationships, boundaries, privacy, consent, body autonomy, recognising unsafe or harmful behaviour, online safety and how to seek help and report concerns. Pupils are taught that abuse or harm is never their fault and are encouraged to continue seeking help until they are heard.

PSHE lessons are delivered in accordance with the school's safeguarding and child protection procedures. Class teachers and teaching assistants conduct PSHE lessons in a sensitive manner. The girls' questions are answered as honestly and fully as appropriate. Staff should not promise confidentiality where a safeguarding concern is disclosed. Any concern, disclosure or information suggesting that a child may be at risk of harm will be reported to the DSL or deputy DSL without delay and managed in accordance with the school's Safeguarding and Child Protection Policy and KCSIE 2026.

Statutory and national guidance

Our PSHE provision has regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from September 2026, and is informed by the PSHE Association's 2026 Programme of Study for PSHE Education and The Medway Scheme.

The curriculum is reviewed regularly to ensure that statutory requirements, emerging safeguarding risks and the needs of our pupils are appropriately reflected.

Residential

The residential experiences provided for children in Year 4, 5 and 6 make an important contribution to the pupils' personal, social, emotional and citizenship development. All year groups within the school partake in regular trips outside the school to further promote independence and living in the wider world.

The school has a confidential pastoral support system in place for children, young people and staff to access advice.

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged. Children's religious beliefs, children of no faith and cultural differences are always respected.

Assessment

Teachers assess the children in PSHE by making informal judgements as they observe them during lessons and by carrying out beginning and end of unit assessments based on specific learning intentions and objectives set out in the medium-term plans, which allow the pupils to self-assess their learning. We have clear expectations of what the pupils will achieve and know or the skills they

will acquire by the end of each Key Stage. Teachers note the achievements of the pupils in PSHE, and these achievements are reported to parents each year in children's reports.

Provision for Staff Development

- The Head of Prep, the Assistant Head Pastoral and the PSHE lead attend conferences and are regularly updated with changes in PSHE and RSHE provision.
- All staff receive child safeguarding training from the school's DSL.
- All staff receive PSHE focused CPD.

Monitoring and Review

The PSHE lead is responsible for monitoring the standards of children's work and the quality of teaching. The PSHE lead and Assistant Head Pastoral supports colleagues in the teaching and planning of PSHE by giving them information about current developments in the subject. There are Pastoral Team meetings held every two weeks which ensure the implementation of school initiatives and create a diverse assembly agenda for the pupils, which often relate to aspects of the PSHE curriculum.

Progress and development of PSHE are reviewed with Assistant Head Pastoral, the Deputy Head of the Prep School and whole staff at designated staff meetings.

Using Visitors and Outside Agencies

Throughout the year we use outside agencies to contribute to the PSHE programme as well as 'one off' visits from members of the community. The school remains responsible for the content and delivery of any externally supported session, and resources are reviewed in advance to ensure that they are accurate, age and developmentally appropriate, accessible and consistent with the school's ethos and policies. We work closely with the school nurse on relevant activities, especially relationships and sex education. Visitors do not take sole responsibility for classes and class teachers, or teaching assistants are always present. All external visitors follow the School Visitors Policy and materials are checked by the class teacher or member of staff before being delivered to pupils.

Engaging parents and other stakeholders

At Streatham & Clapham Prep School we recognise the importance of involving parents, care givers and the wider community play in supporting children's personal, social, health and economic education (PSHE). We are committed to working in partnership with families by sharing information about the curriculum where relevant, hosting parent talks, inviting feedback, and offering opportunities to engage in workshops where appropriate. Parents can access content taught in each year group via Firefly or our RSE policy.

If a parent has a question about the PSHE provision or content they can contact:

- PSHE Lead, Alice Markes – a.markes@schs.gdst.net
- Assistant Head Pastoral, Alex Nicholson – a.nicholson@schs.gdst.net

Relationship to other whole school policies and initiatives

This policy is underpinned by, and should be read in conjunction with:

- Anti-bullying policy
- Online safety policy
- Positive mental health policy
- Safeguarding and child protection policy
- Teaching and learning policy
- The relationship and sex education policy
- The health and safety policy
- The drugs education and smoking policy
- The equal opportunities policy