

Policy/Procedure	PSHE		
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1.0	Policy	15/07/2024	New school	ZJ
1.1	Policy	July 2025	Review	HL
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Related Policies:

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
S/01	Child Protection and Safeguarding	OP/16	RSE
OP/09	Complaints Policy and Procedure	S/02	E-Safety
OP/10	Curriculum	OP/03	Anti-bullying
HS/05	Managing Drugs	S/09	Visiting Speakers
OP/14	Equal Opportunities	OP/22	SMSC Policy
OP/13	Equality and Diversity	OP/21	British Values
OP/04	Assessment for Learning		

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PSHE Policy

Contents

- 1 Principles
- 2 PSHE curriculum
- 3 Assessment
- 4 Visitors and external agencies
- 5 Consultation
- 6 Inclusion
- 7 Creating a safe environment
- 8 Confidentiality
- 9 Fundamental British Values

PSHE POLICY

1 Principles

1.1 This policy should be read in conjunction with the following policies (not an exhaustive list):

- i. Anti-bullying and Harassment
- ii. Child Protection and Safeguarding
- iii. Curriculum Policy
- iv. Educational Visits
- v. Equality and Diversity
- vi. Equal Opportunities
- vii. Managing Drugs
- viii. RSE
- ix. E-Safety
- x. SEND
- xi. Visiting Speakers

1.2 Aims:

- i. to promote students personal, social, emotional, physical health and economic wellbeing
- ii. to help students understand how to build positive relationships
- iii. to prepare students for opportunities, responsibilities and experiences in later life
- iv. to equip students with the knowledge and skills to live in the wider world.

1.3 Our aims will be achieved through:

- i. the delivery of a balanced and structured PSHE curriculum which is well resourced and adapted to reflect both the needs of students and topical issues
- ii. ensuring students have access to learning to stay safe and healthy and to protect and enforce their human rights
- iii. encouraging student voice
- iv. developing strong partnerships with parents/carers, local businesses and the local community
- v. promoting the professional development, health and welfare of staff
- vi. working with pupil support services to bring additional expertise to the curriculum.

2. PSHE curriculum

2.1 At Watermelon Independent schools, the PSHE curriculum is designed to help young people develop a secure sense of identity and to function successfully in the world. Students will be given the opportunity to clarify their values and beliefs and develop enquiry and interpersonal skills. A comprehensive, balanced, relevant and appropriate body of factual and emotional information will allow students to consider their present and future risk assessment, decision-making and management.

2.2 A clear PSHE framework with fully resourced lesson plans will be provided to each member of staff. The PSHE programme for years 11-16 will be delivered through weekly one-hour timetabled lessons. Messages central to the PSHE programme will be extended and reinforced throughout the school curriculum,

assemblies, tutor group programmes and extra-curricular activities. Sessions will be led by in-house staff and high-quality external agencies.

2.3 Our PSHE programme enables students to explore and understand more fully the consequences of the lifestyle decisions they may make in life. Students are supported to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of our assessment for learning in PSHE.

2.4 PSHE education consists of three elements:

- i. the acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- ii. the exploration, clarification and development of attitudes and values that support self-esteem and are positive to health and wellbeing
- iii. the development of personal and social skills to enable positive emotional development and interaction, positive healthy choices and successful participation in society.

2.5 Our PSHE curriculum focuses on three core topic areas:

- i. Health and Personal Wellbeing
- ii. Living in The Wider World
- iii. Relationships (RSE)

2.6 Our PSHE policy reflects the schools aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in The Equality Act 2010.

3 Assessment

3.1 Assessment within PSHE Education consist of both summative and formative assessment. At Watermelon Independent schools we use three types of assessment:

- i. pupil self-assessment: written work
- ii. peer group assessment: oral feedback, written feedback
- iii. teacher assessment: teacher observation, learning walks, reviewing written work.

3.2 Each module has an assessment booklet for students to work through.

4 Visitors and external agencies

4.1 Visitors and external agencies will be used to add a level expertise or bring a personal story to enrich student's learning. However, teachers will always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance.

4.2 All visiting speakers are invited in accordance with our Visiting Speakers Policy. The following protocols will be observed:

- i. all visitors to the site will sign in at reception and, if they are not already known to the school, their identify verified

- ii. all visiting speakers will be asked to sign a Visiting Speakers register to confirm they are not involved in 'extremism', vocally or actively opposed to fundamental British values (including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs)
- iii. visiting speakers and groups are accompanied at all times
- iv. all staff are fully informed and engaged with respect to the risks of radicalisation and violent extremism, understanding the need to be vigilant
- v. a log of visiting speakers will be maintained by the Designated Safeguarding Lead.

5 Consultation

- 5.1 Consultation and involvement of students in PSHE is crucial if teaching is to meet their needs and address the issues they are facing. We believe it is important that students feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers will consult with the school's PSHE lead or Senior Leadership Team if there are not confident in answering certain questions. An anonymous question box will be provided for individuals who uncomfortable raising questions in an open setting.
- 5.2 Parents and carers will be provided with the PSHE programme for their child at the beginning of the academic year. The PSHE policy will be available and accessible through our school website and by dissemination of subject/programme brochure.
- 5.3 We are committed to working with parents and carers and will offer support (where practically possible) by:
 - i. offering material for parents or carers to explore with their children
 - ii. offering a parents' and carers' evening or workshop for interested parents and carers to find out more about PSHE
 - iii. communicating to parents about their right to withdraw their children from specific sessions by writing to them in advance.

6 Inclusion

- 6.1 All students will have equal access to our PSHE programme. We recognise and respect students' different abilities, levels of maturity and personal circumstances. Careful consideration will be given concerning the level of differentiation needed, and in some cases, the content or delivery will have to be adapted.
- 6.2 The needs and interests of all students, irrespective of gender, culture, ability or aptitude will be addressed by ensuring our PSHE provision is accessible to every student, although parents still have a right to withdraw their children from non-statutory elements of sex and relationships education.

7 Creating a safe learning environment

- 7.1 We recognise that our PSHE programme works within students' real-life experiences and therefore requires a safe and supportive learning environment.
- 7.2 Students who may be vulnerable and at risk will be provided with appropriate support from senior staff who will work within the remit of the school's safeguarding policy to ensure appropriate procedures are followed.

8 Confidentiality

- 8.1 Due to the nature of PSHE, students' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. External providers, including school nurses, must understand these rules and adhere to the school's confidentiality policy, not their own.

9 Fundamental British Values

- 9.1 At Watermelon Independent schools, Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and belief is promoted through our whole school ethos and values, daily operation, curriculum delivery, including PSHE and enrichment programme. For further information on how the school actively promotes fundamental British Values, please refer to Watermelon Independent schools's British Values Policy (OP/39).
- 9.2 The PSHE programme serves to promote the spiritual, moral, social and cultural development of our pupils. For further information on how the school actively promotes pupils' spiritual, moral, social and cultural development, please refer to Watermelon Independent schools's SMSC Policy (OP/38).