



Halliford
School
SHEPPERTON

Personal, Social, Health and Economic Education Policy

September 2025

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and extra-curricular opportunities.

Rationale for Personal, Social, Health and Economic Education

This policy covers Halliford School's approach to the delivery of Personal, Health, Social and Economic education through both designated time within the timetable and opportunities within individual subjects to develop subject specific SMSC opportunities.

Halliford School is strongly committed to the rationale of the ***Every Child Matters*** framework.

Every Child Matters, which led to the Children's Act (2004), emphasised that PSHE should play a vital role in achieving the following outcomes (PSHE Association 2020):

- Health and Wellbeing
- Staying Safe
- Enjoying and Achieving
- Relationships
- Making a Positive Contribution
- Living in the wider world (including economic wellbeing and career education)

As a curriculum area, PSHE is designed, alongside guidance from the PSHE Association to help give students the skills, knowledge and understanding they need to make safe and informed decisions, to lead confident, healthy, independent lives, and to become informed, active and responsible citizens.

At Halliford School, we recognise that teaching about safety and relationships as part of PSHE education contributes to the safeguarding of students: it helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. Through the PSHE programme, we also seek to develop students' resilience and wellbeing. Finally, the PSHE programme is designed to contribute to our students' understanding of Fundamental British Values by developing in them a respect and tolerance for others' beliefs and by contributing to their knowledge of British institutions and society.

We recognise that PSHE is the responsibility of every adult in the school and to this end all staff should be aware of the issues relevant to their areas of work, in the delivery of both their subject and the PSHE curriculum. As a school, we are concerned with promoting personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst students, teachers and other adults

within our community; through monitoring students' progress; through pastoral structures; through extra-curricular activities and the wider school ethos of viewing each student as an individual.

Parents have the right to withdraw their child from some aspects of the Relationship and Sex Education provided at school. **Further information about Relationships and Sex Education can be found in the Relationships and Sex Education Policy.**

Delivery of PSHE

PSHE at Halliford School is delivered to Key Stages 3, 4 and 5 through work in lesson time and a wide range of assemblies and activities across and beyond the curriculum. Students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PSHE is delivered weekly during a 40 minute lesson slot to all year groups on Monday Period 6 in the timetable. Most lessons are delivered by the form tutor, thus giving an opportunity for students to further bond with their tutor over a variety of issues covered in the diverse PSHE curriculum. Specialist sessions are also delivered by members of staff with a particular interest in certain areas of the curriculum and by external speakers to enrich the programme. The School Matron also makes a valuable contribution to the programme delivering First Aid training. Staff have access to on-going support and guidance in the delivery of these sessions from the Head of PSHE who helps to prepare and co-ordinate the teaching materials and topics to be covered both for quality and relevance.

The PSHE scheme of work and curriculum plan is led by the Head of PSHE and is reviewed annually by the SMT and the Governing Body.

The timetable can also be collapsed for a day to enable a wider programme of extended sessions to be delivered to Year 7-10 and the Lower Sixth following school examinations. Previous topics include: Careers; RSE; Online Safety; Health and Nutrition; First Aid and Mental Health.

PSHE gives students opportunities to reflect on themselves, their local community and the world around them, as well as their place within it. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

The school places an emphasis on active learning by including the children in discussions, investigations and problem solving. We encourage children to seek further information and help from other sources and remind them of the school's pastoral support system and trusted services.

We encourage students to take part in a range of practical activities that promote active citizenship. *For example:* charity fundraising, the planning of special events, such as school assemblies or involvement in community activities such as the service modules of the Duke of Edinburgh and Young Enterprise, and we offer residential visits where there is an opportunity to develop leadership, teamwork and co-operative skills that complement the PSHE curriculum.

Lectures and certified training are made available to parents half-termly, to support fully a family approach. These cover matters such as: mental health; substance misuse; preparing students for examination periods; online safety; and nutrition.

[PSHE Parent Talks 2025-2026](#)

Whole school and House assemblies play a pivotal role in the delivery of PSHE-related topics. Such as:

Equality and diversity including an assembly on Protected Characteristics and one on The Power of Language

Online Safety including Safer Internet Day (student led)

Mental Health and Wellbeing including Mental Health Awareness Day

Anti-Bullying (student led)

Holocaust Memorial Day

The School Values including Teamwork with link to the principle of Ubuntu

Sustainability including a debate on climate change

Eating Disorder Awareness week (student led)

International Women's Day (student led)

Movember and Testicular Cancer

Diwali (student led)

Accessibility to parents, carers and the wider community

This policy will be made available through the school website.

Principles and Values

Halliford School believes that PSHE should:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the School and local community.
- Encourage every student to be positive and active members of a democratic society and to have a good understanding of Fundamental British Values.
- Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues.
- Foster awareness of different types of abuse they might encounter, and actions they can take to protect themselves and others from these. Examples include grooming in any form, cyber-bullying, sexual exploitation or honour-based violence in its various forms.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Help students to develop good relationships with other members of the School and the wider community, also demonstrating and teaching excellent standards of behaviour.
- Actively promote fundamental British values of democracy and the rule of law.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other School partners.
- Assist students to know and understand what constitutes a healthy lifestyle, both mentally and physically.
- Enable students to be aware of safety issues, both off and online.
- Encourage respect for others regardless of age, mental or physical disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

Aims

The programme at Halliford School underpins the school pastoral system and offers support for the school aims.

Our PSHE programme aims to prepare students for an adult life in which they can:

- Develop personal autonomy by encouraging self-awareness, self-knowledge, self-esteem and self-confidence
- Be successful learners who enjoy learning, make progress and achieve, and are resilient
- Be responsible citizens who make a positive contribution to society
- Be aware of different types of abuse(s) and be resilient against any form of grooming
- Be aware of support for those experiencing risk from themselves or others
- Actively understand and promote fundamental British values and the rule of law
- Recognise and deal effectively with unwanted sexual behaviour (e.g. name-calling, nude image-sharing or sexual touching)
- Promote a positive culture where any instances of sexist, racist, misogynistic or other discriminatory behaviour are challenged
- Actively promote and encourage tolerance and respect for others, including those with protected characteristics such as sex, sexual orientation, gender reassignment disability, race, religion and belief
- Avoid being exploited or exploit others
- Understand and value themselves as individuals and as responsible and caring members of society
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in their local community and to society more widely
- Respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Distinguish right from wrong and respect the civil and criminal law of England, including in instances of cultural practice that may conflict with the above
- Understand what makes for good relationships with others, to develop a whole variety of relationships and adopt appropriate behaviour
- Further an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultures and religions
- Encourage tolerance, respect and sensitivity towards others, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Understand that there is a separation of power between the executive and the judiciary and that whilst some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- Understand that the freedom to hold other faiths is protected in law
- Understand the importance of identifying and combatting discrimination
- Ensure that students appreciate racial and cultural diversity and avoid and resist racism
- Help develop independent and responsible members of the School community, in preparation for social and economic independence in later life

- Understand and respect the role of public institutions and services in England
- Be positive and active in their attitudes to School life
- Be aware of safety issues
- Know and understand what constitutes a healthy lifestyle, both physically and mentally
- Develop awareness with regards to their personal hygiene and taking care of their bodies, including issues such as smoking and drugs

Creating a safe and supportive environment

Because PSHE education works within students' real-life experiences, it is essential to establish a safe learning environment. Establishing ground rules and creating a supportive learning environment are important elements of this.

In the course of PSHE education lessons, students may indicate or disclose that they are vulnerable or at risk. It is crucial to ensure that Halliford's Safeguarding Policy is adhered to at all times. Form tutors, who are aware and sensitive to the specific needs and vulnerabilities of individuals, deliver PSHE reflecting our approach to pastoral care.

Equality and Diversity

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by ensuring that lessons are age appropriate and address issues relevant to their stage of development and that issues are dealt with in a manner that is sympathetic to all in the audience.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our students to show a high regard for the needs of others.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all. Specifically we encourage our students not to discriminate against others on the basis of age, disability, gender assignment, marriage and civil partnership, pregnancy, maternity, race, religion and belief, sex or sexual orientation. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life. This culture is further enhanced through the work of the Student DICE Committee - Diversity, Inclusion, Community and Equality).

Our programme promotes the overarching values of Halliford School with an emphasis to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As well as the ethos of Every Child Matters.

Assessment and recording

The focus of PSHE lessons is to educate the students in various areas that are relevant to their development as people and for them to explore various topics in a safe and encouraging environment. The students give verbal feedback as well as written feedback about what they have learnt during the lesson, however, as previously mentioned, it is about the development of the child and not what is right and wrong. Informal methods such as observation, discussion, questioning and participation in groups allow us to monitor the student's progress – along with observation of excellent work.

All staff at Halliford School pastoral have responsibilities which go beyond their teaching or support roles. The combination of the formal pastoral structure, the strong academic and extra-curricular programme, and the informal, on-going support offered by all members of Halliford School staff ensure that each student is closely monitored and effectively supported.

Special projects and events, such as assemblies and charity days, are observed by other adults, teachers and visitors. Our PSHE programme is part of a whole School approach to promote good health and wellbeing. We have developed a curriculum that is relevant to the students, connecting with their interests and experiences and relating to their abilities and backgrounds.

Prep is very occasionally used to support PSHE through tasks such as finding answers to questions/seeking opinions to further develop the discussions or questions posed in School. They can do this by using books (libraries), internet research and interviews with friends and family.

Teachers informally assess students' work in PSHE both as they observe them during lessons and by looking at the work undertaken and providing feedback. Student Progress booklets are used to assess understanding at the start of each unit and then revisited once the topic is completed to monitor outcomes. These booklets also continue opportunities for students to reflect on external speakers.

Students take summative end of year assessments in PSHE, that assess our provision, student understanding and allow for further learning and amendments to future plans. A central spreadsheet of results is held by the Deputy Head Pastoral and Head of PSHE to allow for granular analysis. Formative assessment takes place at the start and end of each unit of work.

Learning walks are regularly taken of PSHE lessons by the Deputy Head Pastoral, the Head of PSHE and wider pastoral team – to assess the quality of delivery, resources and student outcomes.

An SMSC log is kept for all Headmaster and House assemblies throughout the year.

Students are given behaviour for learning grades for each grade card published and there are regular awards given termly to students who have made exceptional progress in lessons.

Career Progression of our Students

A range of opportunities are open to students to further develop their understanding of themselves and the world they live in. By developing these skills and knowledge at Halliford School, they are able to transition into many different career choices, feeling confident and passionate about whatever they may choose to do. Aspects of careers support are offered throughout the various key stages as part of the PSHE curriculum. This work is supported by our partnership with Innervate.

Careers talks and workshops held by Innervate are given in years 7 to 11 and Unifrog is used by all year groups. Work Experience is run at the end of Lower 6th with a Careers experience day held for Year 10. 1-1 Careers meetings and reports happen in Year 9, 11 and Lower 6th. Regular lectures are offered to our senior students on a variety of different career paths. A biennial major careers fair highlights career paths for Senior students.

Partisan Political Views

The school takes reasonable steps to ensure that where political views are brought to the attention of students, students are offered a balanced presentation of opposing views. Teachers are not allowed to actively encourage students to support particular political views.

In accordance with our Visiting Speaker Policy, visiting speakers are required to sign an agreement to the effect that they will not indoctrinate or radicalise our students and are always accompanied by staff who will intervene if they do so.

Role of Head of PSHE

The Head of PSHE will:

- Be responsible for the design and delivery of an appropriate Scheme of Work, compliant with DfE regulations for Independent Schools
- Advise the Headmaster and Deputy Head (Pastoral) in all matters related to PSHE
- Keep up-to-date with developments and legislation in PSHE and RSE and distribute information to colleagues as appropriate. Raise awareness amongst all staff of their contribution to the students' personal and social development and agree the overall aims, objectives and priorities
- Organise guest speakers to present to the relevant age groups
- Establish a shared view of best practice to which all students are offered high quality lessons in the various PSHE areas.
- Lead policy development and review as this need arises.
- Agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and students' responses to the programme
- Take responsibility for the purchase and organisation of resources for PSHE
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Partake in professional development courses to ensure up-to-date training
- Ensure learning walks are conducted to monitor the delivery and content of lessons
- Ensure there is relevant feedback from tutors in order to maintain and progress the PSHE curriculum

Information about related policies

PSHE filters into many aspects of each student's education. The following policies are particularly relevant:

- SEN Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Relationships and Sex Education Policy
- Social, Moral, Spiritual and Cultural Policy

Appendix 1 - PSHE Curriculum Scheme of Work Overview 2025-2026

Year group	Autumn 1 (September-October)	Autumn 2 (November-December)	Spring 1 (January-February)	Spring 2 (February-April)	Summer 1 (April-May)	Summer 2 (June-July)
Year 7	Transition and safety (ADAPTED)	Living in the wider world (NEW)	Health and wellbeing (ADAPTED)	Relationships (ADAPTED)	The year in focus (NEW)	Reflection and assessment (NEW)
Year 8	Emotional wellbeing (ADAPTED)	Digital literacy + Finance (ADAPTED)	Drug and alcohol education (ADAPTED)	Identity and relationships (ADAPTED)	Identity and relationships (ADAPTED)	Reflection and assessment (NEW)
Year 9	Law and British Values (NEW)	Belonging and community (ADAPTED)	Health + Finance (ADAPTED)	Relationships (ADAPTED)	Drugs education and staying safe (ADAPTED)	Reflection and assessment (NEW)
Year 10	Mental Health (ADAPTED)	Financial decision making (ADAPTED)	Living in the wider world (NEW)	Healthy Relationships (ADAPTED)	Preparing for the future (NEW)	Reflection and assessment (NEW)
Year 11	Making safer choices (ADAPTED)	Finance and the future (NEW)	Sex and relationships (ADAPTED)	Healthy and unhealthy relationships (ADAPTED)	Preparing for exams (NEW)	
Year 12	Health and wellbeing	Making safer choices	Finance and life skills	Beyond the curriculum	Preparing for the future	
Year 13	Beyond the curriculum	Independence and safety into adulthood	Preparing for the future (Including finance)	Digital safety and health	Study Leave / Examinations	

Appendix 2 - External Speaker Lists 2025-2026

Date	Speaker	Year group	Title
22/09/2025	Abi Edmonds	Year 11 + PARENTS	Building resilience in the social media age
13/10/2025	Natalie Papworth	Year 9	Careers
03/11/2025	Local Youth Engagement officer (PC Niall Kelly and PC Caroline Barnes)	Year 7	Transition and safety
10/11/2025	Robert Higgs	Year 9	The boy in the photograph
10/11/2025	Abi Edmonds	Year 8	Building resilience in the social media age
17/11/2025	Jason May	Year 12 + 13	Sexual health and relationships
01/12/2025	Chris Hawkins – Tenant Financial education	Year 10+ 11 + PARENTS	Finance education
12/01/2026	Talk consent	Year 11	Coercion and relationship abuse
19/01/2026	Abi Edmonds	Year 12+13	Navigating body image & social media
26/01/2026	Natalie Papworth	Year 12	Careers
02/02/2026	Jim Holmes	Year 10	Humanitarian visions
09/02/2026	Jason May	Year 11	Sexual health and relationships
09/02/2026	Chris Hawkins – Tenant Financial education	Year 12	Finance education
23/02/2026	Talk consent	Year 8 and Year 9	Consent and sexual violence
02/03/2026	Iain Mahoney	Year 11	Modern Masculinity
09/03/2026	Shaun Atwood	Year 12+13 + PARENTS	Life lessons
20/04	Talk Consent	Year 7	Active bystander
	Natalie Papworth	Year 10	Careers
27/04	Robert Higgs	Year 7	The boy in the photograph
11/05	Natalie Papworth	Year 7+8	Careers

Appendix 3 - External Speaker Lists Previous Years

Academic Year 2024/25

Date	Speaker	Year group	Title
30/09	Dr Aric Sigman	Year 8	Anxiety
07/10	The Up Front Theatre company	Year 10	Mental health
14/10	Talk consent	Year 11+ PARENT TALK	Consent workshop 2
11/11	Natalie Papworth	Year 9	Careers
18/11	Impressionable Minds	Year 11	Dare 2 achieve
25/11	The Red cross	Year 7 D & G	Youth First Aid
25/11	Tennant – Financial education	Year 12	<ul style="list-style-type: none"> Budgeting for university Borrowing and student loans Savings, investing and pensions
02/12	The Red Cross	Year 7 R & W	Youth First Aid
09/12	The Red Cross.	Year 8 R & G	Empathy & Migration
09/12	Andrew Bernard. What Makes A HuMan	Year 12+7	What Makes A HuMan
13/01	The Red Cross	Year 8 D&W	Empathy & Migration
20/01	Dr Aric Sigman	Year 11	Protecting your mental health
27/01	Natalie Papworth	Year 12	Careers
03/02	Impressionable minds	Year 8 + Parents talk	Drugs + alcohol
10/02	Rick Findler	Year 10	Conflict Photography
24/02	The Up Front theatre company	Year 7 + PARENT TALK	Democracy and Diversity
03/03	Talk consent	Year 8	Consent workshop 2
10/03	Andrew Bernard	All Year Groups During The Day	Years 7-10 Empathy Years 11-13 Coercion
17/03	Talk consent	Year 10	Consent workshop 2
24/03	Impressionable minds	Year 9	Country lines and gangs
28/04	Natalie Papworth	Year 10	Careers

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To be reviewed September 2026

	Robert Higgs	Year 9 + PARENT TALK	The boy in the Photograph
12/05	Natalie Papworth	Year 7+8	Careers
19/05	Dr Aric Sigman	Year 7 + PARENT TALK	Screen time
02/06	Talk Consent	Year 7	Consent workshop

Academic Year 2023/24

September			Topic
25 th	Natalie Papworth	Year 9	Options and choices
October			
16 th	Dr Aric Sigman	Year 11 + 6 th form	Protecting mental health
November			
20 th	Dr Aric Sigman	Year 10	Sex and Relationships
27 th			
December			
11 th	Natalie Papworth	Year 11	Choices after GCSE's
January			
15 th	Natalie Papworth	6 th Form	What next? Choices after A Level
22 nd	Patrick Foster	Year 10 + 11	Gambling addiction
29 th	Dr Charlie Easmon	Year 11	Sex education
February			
5 th	Dr Charlie Easmon	Year 10	Sex education
19 th	Dr Aric Sigman	Year 9	Body image
26 th	Dr Charlie Easmon	Year 8	The History of Prejudice
March			
4 th	Dr Aric Sigman	Year 7	Screen time
11 th			
18 th	Dr Aric Sigman	Year 8	TBC
22 nd	Dr Charlie Easmon	6 th Form	Sex in your pocket
29 th	Dr Charlie Easmon	Year 9	Mental health awareness
May			
13 th	Natalie Papworth	Year 7 + 8	Student life and things to think about
20 th	Natalie Papworth	Year 10	The importance of GCSE's
June			
3 rd	Dr Charlie Easmon	Year 7	The history of prejudice

Academic Year 2022/23

12-Sep	8	Anti bullying talk	Robert Higgs
19-Sep	10,11,Sixth Form	Finance	McLellan - Roger Harding
26-Sep	9 &10	Drugs and Substance Abuse	Barry/Bob Dred UK
3-Oct	Sixth Form	Careers	Natalie Papworth
10-Oct	10 and 11	Anti bullying talk	Robert Higgs
31-Oct	7 and 8	Screen Time	Aric Sigman
7-Nov	9	Anti bullying talk	Robert Higgs
14-Nov	Parents	Anti bullying talk	Robert Higgs
14-Nov	7	Anti bullying talk	Robert Higgs
14-Nov	11	Careers	Natalie Papworth
21-Nov	10 and 11	Sex and Relationships	Aric Sigman
28-Nov	7,8,9	Finance	McLellan - Roger Harding
12-Dec	7,8,9	Nutrition	Tina Lond-Caulk
16-Jan	11 and Sixth Form	RSE	Charlie Easman
16-Jan	9	Careers	Natalie Papworth
23-Jan	11 and Sixth Form	Before the fun stops, stop - gambling	McLellan - Patrick Foster
30-Jan	11 and Sixth Form	A Slow Crash - addiction	McLellan - Iain Mahony
6-Feb	9	Body Image	Aric Sigman
6-Feb	Parents	Screen Time	Aric Sigman
6-Feb	Y7&8	RSE	Charlie Easman
6-Mar	Y11 and Sixth Form	Drugs and Substance Abuse	Barry/Bob DredUK
6-Mar	Y9	RSE	Charlie Easman
13-Mar	11 and Sixth Form	Mental Health and Exams	Aric Sigman
20-Mar	7&8	Drugs and Substance Abuse	Barry/Bob DredUK
24-Apr	10	Careers	Natalie Papworth
8-May	7 & 8	Careers	Natalie Papworth

