



LAURUS  
CHEADLE  
HULME

## PSHE

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# Aims and Rationale of PSHE Education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. It is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves safe, prepared for life and work.

The school is aware that the Department for Education published revised statutory guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education in July 2025, which is due to come into force from September 2026. This policy continues to reflect the statutory guidance currently in force. The school will review and update this PSHE policy, and associated curriculum provision, during the 2025–26 academic year as part of the next review cycle to ensure full alignment with the revised RSHE statutory guidance ahead of its implementation in September 2026.

PSHE contributes to pupils becoming:

- successful learners who enjoy learning, make progress and achieve.
- confident individuals with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions, enabling them to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society.

PSHE is described through three 'Core Themes': Health and Wellbeing; Relationships; and Living in the Wider World. Through these three themes, it makes a significant contribution to the statutory responsibilities of schools to:

- provide Relationships and Sex Education (RSE)
- provide Health Education
- promote children and young people's wellbeing
- promote fundamental British Values
- achieve the whole curriculum aims
- promote community cohesion
- promote SMSC development
- provide careers education

PSHE Education helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Students learn to recognise and manage risk;

take increasing responsibility for themselves, their choices and behaviours; and make positive contributions to their families, schools and the various communities in which they operate. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

Education for Living in the Wider World aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

PSHE aims to keep students safe. In addition to keeping students safe in the various communities they operate within (including basic First Aid), this will include teaching students about the rules and principles for keeping safe online.

## Health Education

The PSHE curriculum contributes significantly to our statutory responsibility to deliver Health Education.

Through PSHE we teach pupils about physical health and mental wellbeing, to give them the information that they need to make good decisions about their own health and wellbeing. We aim to enable students to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

We aim to promote students' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

The PSHE curriculum aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We aim to engender an atmosphere that encourages openness. This will mean that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty, including menstruation, is covered in Health Education and aims to ensure all students are prepared for the changes they and their peers will experience.

## Relationships and Sex Education (RSE)

The PSHE curriculum also contributes significantly to our statutory responsibility to deliver Relationships and Sex Education (RSE).

RSE gives young people the knowledge they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to equip the students with knowledge and understanding about sex, sexuality, emotions, relationships and sexual health in order for them to make informed choices. This occurs not only within PSHE but also in other curriculum subject areas (e.g. B&V and Science).

It aims to teach what is acceptable and unacceptable behaviour in relationships, allowing students to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Students will be taught the facts and the law about sex, sexuality, sexual health in an age-appropriate and inclusive way.

RSE will be delivered in such a way as to ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Teaching will be sensitive and age appropriate. Effective RSE empowers young people to make good decisions and statistics show it delays sexual activity. When teaching students about LGBTQ+ the content will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson.

Grooming, sexual exploitation, sexual abuse, sexual harassment and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. In addition, the physical and emotional damage caused by female genital mutilation (FGM) will be addressed.

*For more information on RSE, including your right to withdraw, please visit the Trust's policies page at <https://www.laurustrust.co.uk/about/policies/>*

## Fundamental British Values and SMSC

The PSHE curriculum also contributes significantly to our responsibility to promote the spiritual, moral, social and cultural (SMSC) development of our students, through which we 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.

These values are taught explicitly through Personal, Social, Health and Economic Education (PSHE), Religious Studies and Citizenship (Beliefs and Values). We also teach British Values through planning and delivering a broad and balanced curriculum, and through everything we do at LCH.

- Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

- We aim to ensure that all students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
- At LCH we challenge opinions or behaviours in school that are contrary to fundamental British values, including through the PSHE curriculum.

Our provision of SMSC, through the PSHE curriculum, aims to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage a deep understanding of morals, to explore what is right and wrong;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values, we aim for students to have the following knowledge and understanding:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

## Citizenship

Citizenship education gives students the knowledge, skills and understanding to prepare them to play a full and active part in society at a local, national and international level. It helps them to become informed, thoughtful and responsible citizens who are aware of their rights and responsibilities. Citizenship education fosters students' keen awareness and understanding of democracy, government and how laws are made and upheld. It equips students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. Ultimately, it prepares them to take their place in society as responsible citizens.

Citizenship aims to ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- are equipped with the skills to think critically and debate political questions.

## The PSHE Education Curriculum

PSHE education cannot always be confined to specific timetabled time. At LCH PSHE education is delivered within a whole school approach, which includes (though is not limited to):

- discrete curriculum time
- teaching PSHE through, and in, other subjects/curriculum areas
- through PSHE whole school and extended timetable activities
- through assemblies and form time activities
- through specific projects
- through involvement in the life of the school and wider community
- through the Electives system
- through pastoral care and guidance

## Inclusion

This school policy has given careful consideration to the six equality strands: race; gender; age; religion and belief; disability; and sexual orientation. This is to ensure that PSHE education is developed in a sensitive and non-judgemental way that will enable all young people, staff and the

wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible including the incorporation of the specific needs of particular groups.

## Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. At LCH we believe that individual teachers must use their skill and discretion in these situations and refer to senior staff should additional support be necessary.

## Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work and to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values; physical and medical issues; financial issues; bullying; and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Although we cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

## Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education and as points of referral as support services for students. In order to enhance the quality of its PSHE education provision, LCH actively co-operates with other agencies appropriate to student needs such as the school nurse team, theatre groups, the police, the Fire and Rescue Services and Barclays. Visitors who support the school will also be informed of the values held within this policy. The school will work in partnership with them and jointly plan their input in PSHE education lessons.

# Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious Belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	Page 2. Reference to incoming 2026 / 27 guidance referenced
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