

Personal, Social, Health and Economic Education (PSHE) Policy

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Introduction

PSHE, including Relationships and Sex Education (see separate policy) and Health Education, equips pupils with the knowledge, skills, and attributes to thrive personally, socially, and academically. It prepares pupils for life in modern Britain, promotes emotional resilience, and develops safe, healthy, and responsible decision-making.

The programme:

- Supports transitions from Pre-Prep to Prep (hereon both phases simply referred to as 'Prep') and Prep to Senior School and beyond.
- Promotes personal well-being, social awareness, and healthy relationships.
- Covers statutory Health Education (physical, mental, emotional, and online safety).
- Integrates online safety throughout all year groups.
- Encourages parental engagement through lectures, resources, and guidance.

This policy should be read alongside the separate RSE policy, Safeguarding Policy, and other relevant school policies.

Statutory compliance

This policy aligns with:

- DfE Statutory Guidance: Relationships Education, RSE, and Health Education (Sept 2026)
- Keeping Children Safe in Education (KCSIE) 2026.
- Equality Act 2010: ensuring inclusive and respectful teaching.
- The Education (Independent School Regulations) Standards 2014

Parental views on the PSHE/RSE programme are invited through surveys/parental carousels and webinars.

- Parents may withdraw children from non-statutory sex education (RSE) in Prep School.
- Parents have the right to request that their child be withdrawn from some or all of statutory sex education delivered as part of statutory RSE - any parent considering this should contact the school at the earliest opportunity to discuss the request. (There are many factors to consider before withdrawing a pupil and good practice dictates that any parents requesting this will be required to speak to the Head before any request would be granted.)
- No pupil may be withdrawn from Health Education, Relationships Education, or online safety lessons.

Aims

EYFS

In the Early Years Foundation Stage, children are supported to develop a positive sense of self, build confidence and resilience, form healthy relationships, and begin to understand the importance of kindness, safety, and making good choices. Through play, discussion and guided learning, they learn to express their feelings, recognise right from wrong, value differences, and contribute positively to their class and wider community.

Pre-Prep and Prep School

The LEARNING for LIFE curriculum of the Prep School aims to prepare the pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our objective is to provide them with teaching and learning opportunities that will allow them to enjoy their childhood to the full and progress to their next schools at 13 with the technical abilities, knowledge and ideals to allow them to take advantage of opportunities presented to them in the future.

Through the curriculum which is based on three 'core themes': **Health and Wellbeing, Relationships and Living in the Wider World**. We aim to give pupils the skill, knowledge and understanding to lead confident, healthy, independent lives and to become caring, informed, active and responsible citizens of the school community and their local communities, whilst developing their well-being, self-belief and confidence through a variety of activities and discussions.

- **Social:** We aim to foster healthy and respectful social interaction amongst pupils, through examining and discussing issues such as bullying. We encourage the pupils to have regard for, and an ability to relate to, everyone in their class, developing each child's understanding of relationships and helping them to manage a wider range of relationships as they grow up.
- **Moral:** We aim to develop a moral code in each pupil, which helps him or her to make good choices and leaves a positive impression on other people. We aim to prepare the children for any moral, social and cultural dilemmas they might face as they approach adulthood. We aim to encourage the children to take responsibility for their learning and future choices, teaching them to live healthily and safely and to reflect on their experiences.
- **Spiritual:** We aim to develop each child's awareness, understanding and respect for the environments they live in and secure their commitment to sustainable development at a personal, local, national and global level. We aim to foster an understanding in the pupils that they are each unique, special and loved by others and to develop a realisation that they need to take time to appreciate our world and other people.
- **Cultural:** We aim to promote the children's understanding and respect of different cultures, lifestyles and beliefs, including an appreciation of their diversity and of their influences on individuals and on societies. We aim to give them a wealth of experiences, both simple and big, to develop their outlook on life.

Senior school

PSHE is preparation for life, allowing pupils to become emotionally adept and competent in today's society. To achieve this it aims to develop and encourage:

- self-awareness and a confidence to try new things
- a healthy lifestyle
- skills leading to effective, safe and satisfying relationships
- respect for the differences between people
- independence and responsibility, including economic well-being and financial responsibility
- pupils' ability to keep themselves and others safe, both in person and online, and to learn to make the most of their abilities.
- self-esteem with humility
- tolerance
- enthusiasm
- a thirst for knowledge

- the ability to meet challenges, fail and recover
- Empathy

PSHE aims to enable pupils to:

- Develop self-awareness, confidence, and resilience.
- Understand and maintain healthy relationships.
- Make informed decisions about personal safety and well-being, including online safety.
- Understand physical and mental health, including risks from alcohol, drugs, and other substances.
- Demonstrate empathy, respect, tolerance, and social responsibility.
- Prepare for adult life, work, and further education.

Prep School (LfL) focus: Health and well-being, relationships, living in the wider world, moral, social, spiritual, and cultural development.

Senior School focus: Continuation of these themes, with additional emphasis on independence, financial awareness, leadership, and career preparation, supported through School Story, Life Story, and Love Story tools to explore personal development, aspirations, and healthy relationships.

Curriculum structure

Pre-prep and Prep School

Six spiral LfL modules:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Senior School

Strands of PSHE:

- Online Safety
- Relationships, family, and friends
- Physical Health
- Wellbeing and mental health
- Sexual Health, sexuality and gender

- Diversity and anti-racism
- Life skills. Connections & Relationships (including RSE)

School Story, Life Story, and Love Story are integrated as key tools to:

- Reflect on personal growth and experiences within school (IV form) (School Story).
- Explore identity, life choices, and future aspirations (LV form) (Life Story).
- Develop understanding of healthy, respectful relationships, intimacy, and emotional wellbeing (L6th) (Love Story).

These tools complement classroom discussion, tutor-led reflection, and external speaker input, giving structured opportunities for pupils to meet PSHE aims, including self-awareness, resilience, empathy, and relationship skills. PSHE is closely integrated with the delivery of Cranleigh Futures and makes full use of the shared Unifrog platform and teaching resources available, with Futures becoming a significantly more dominant part of the PSHE provision at 6th form in preparation for life beyond Cranleigh.

Delivery

Prep School

- EYFS - Weekly 40/50 minute sessions, Form Tutor-led.
- Year 1–2: Weekly 50-minute sessions, Form Tutor-led.
- Year 3–5: Weekly 50-minute sessions, Deputy Head Pastoral/Head of LfL-led.
- Year 6–8: Weekly 50-minute sessions as part of the SPARK Programme, year group or smaller class format.

Methods

EYFS

- In the Early Years Foundation Stage (EYFS), PSHE is delivered through the Jigsaw programme and is embedded within the Prime and Specific Areas of Learning, particularly Personal, Social and Emotional Development (PSED). Learning takes place through play, stories, routines, discussion and adult-led activities.

Pre- Prep and Prep School

- The LEARNING for LIFE programme is delivered in a relatively relaxed, informal style, with group discussion guided by the member of staff. The method and style of delivery is dependent on the topic being taught. We create a safe and supportive learning environment by establishing clear ground rules. Those facilitating the lessons are fully aware of the Confidentiality Policy and if a child should indicate that he or she is vulnerable or 'at risk', procedures in the school's Safeguarding Policy are followed and the child given appropriate support.
- Clear 'Ground Rules' of expected behaviour and confidentiality are reinforced regularly in order to create a safe and supportive learning environment.
- We ensure that lessons are positive in tone. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude through a variety of activities.

- We promote social learning and expect our pupils to show a high regard for the needs of others through reinforcement of listening skills, expecting pupils to take turns to speak and allowing all to express their opinion without 'put-downs' by others. Pupils need opportunities to clarify their values and beliefs and develop enquiry and interpersonal skills.
- We seek to understand pupils' prior knowledge through questioning, discussion, mind maps or brainstorming. Sometimes this knowledge is incorrect or has gaps which need correction.
- An overview of the topics to be covered in each year groups is available to pupils and parents on Firefly.

Senior School

- PSHE looks to be positive, relevant and engaging for the pupils; and sensitive yet responsive to current local and national issues, all while upholding and promoting the Fundamental British Values of democracy, mutual respect and tolerance, individual liberty, and the rule of law.
- Lower School: Weekly 50-minute sessions delivered via lectures, discussions, and single- or mixed-sex groups.
- Sixth Form: Weekly 50-minute sessions delivered via lectures, discussions, and single- or mixed-sex groups.

Group discussion, reflection, practical activities, and guided enquiry. Lessons reinforce clear ground rules, confidentiality, and a safe learning environment.

- **School Story, Life Story, and Love Story** are incorporated to facilitate reflection on personal experiences, identity, aspirations, and relationships. Tutors and PSHE staff use these exercises flexibly alongside lectures, discussions, and activities to reinforce learning objectives.

External contributors (health professionals, charity representatives, parents) enhance learning with pre-agreed objectives and outcomes.

Assessment

EYFS

- Assessment is ongoing and based on teacher observation of children's interactions, conversations and engagement in learning. These observations inform planning and support staff in monitoring each child's progress in line with the EYFS framework.

Prep School

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.

- Jigsaw provides the opportunity to record each pupil's learning journey through the six unit modules and the aim would be for each child to have reached the "working at" descriptor for every Jigsaw unit by the time they had completed primary school. In addition, there are assessment opportunities throughout Jigsaw to help teachers make judgments of progress on

both knowledge-based health and well-being outcomes and skills based social and emotional learning and development.

- Homework is not timetabled for LEARNING for LIFE. Sometimes pupils will be asked to research or discuss a topic at home.
- LEARNING for LIFE is a non-examination subject. This is due to the nature of the subject, which is principally about developing the pupils personally and socially, to become responsible citizens. It serves to prepare children for life, so they can make informed decisions. The staff delivering LEARNING for LIFE structure lessons to encourage maximum involvement from pupils.
- Academic achievement grades are not given in LEARNING for LIFE but it is recognised that there are two broad areas for assessment:
 - Children's knowledge and understanding of topics.
 - How well children can use their knowledge and understanding in developing skills and attitudes, through participating in class discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
- Every pupil completes an anti-bullying questionnaire in the middle of the Lent term. This is completed using an online questionnaire and helps us to evaluate behaviour in the school and address any emergent problems.

Senior School

- Assessment is formative, tracking pupils' knowledge, skills, and social-emotional development.
- Senior School uses tutor questioning, self-assessment, and pastoral monitoring.
- Assessment informs teaching, intervention, and pastoral support.
- PSHE is non-examined; focus is on personal growth, decision-making, and practical application.

Differentiation and inclusion

EYFS

- Staff remain sensitive to the emotional and social well-being of every child, adapting interactions and resources to support pupils who may be affected by individual circumstances or specific learning requirements.

Pre-prep and Prep School

- Differentiation is achieved through structuring questions appropriately, according to the ability level of the pupils and by their responses.
- No additional provision is made for pupils with Specific Learning Disorders in discussions; however, it may be that a child's problems with sight, speech or hearing need to be taken into account.
- Those teaching LEARNING for LIFE and Form tutors are made fully aware of any emotional issues which might affect a child in discussions- for example a bereavement or illness in the family.

Senior School

- Lessons are adapted to pupils' age, ability, and emotional needs and lesson plans have differentiated learning objectives and scaffolds included with work booklets that compliment all lessons (yr9 - yr11).
- Staff are aware of individual challenges (e.g., learning differences, bereavement) and provide inclusive participation opportunities.
- Where pupils ask questions about topics which go beyond any sex education covered by the school, or relate to sex education from which they have been withdrawn, teachers will encourage the pupil to talk to a trusted adult and signpost support services where needed.
- Teachers need to be aware that pupils with unanswered questions may turn to inappropriate sources of information, including online. For record keeping, teachers are encouraged to log a 'concern' in the pastoral module when handling questions that are better not dealt with in the classroom.

Online safety

- Integrated across all year groups.
- Pupils learn safe, responsible online behaviour.
- Policy aligns with statutory guidance and ICT Acceptable Use.

Use of visiting speakers

EYFS/ Pre-Prep and Prep School

There are various people able to resource and support the school in the delivery of the LEARNING for LIFE programme. These people might include a school nurse or matron, religious and health professionals, representatives of various charities or parents with a particular expertise.

All of these people will be expected to work within the terms of the school's LEARNING for LIFE policy statement. They are used to extend the learning for the children, giving particular input into the work of charities supported by the year groups. Learning objectives and outcomes are agreed in advance.

Form Tutors are involved in the LEARNING for LIFE programme by the nature of their role. Tutor Groups have a weekly Tutor period in which current issues or problems can be discussed and progress etc. can be reviewed.

Senior School

Cranleigh School has various partnerships with suitable organisations including The Charlie Waller Foundation, "It happens" training, and various PSHE providers and individual speakers both internal and external to Cranleigh. All external speakers are selected carefully and the lead member of staff completes a Speaker Declaration Form which acts as a screen to ensure coherence of message with FBV and Cranleigh School's aims and ethos.

Staff roles & training

- **Heads of PSHE (Deputy Head Pastoral at the Prep School, and Assistant Head Pastoral at the Senior School):** Curriculum planning, coordination, assessment, external speaker management.
- **Form Tutors (CPS)/ PSHE teachers (CS):** Deliver and reinforce PSHE, monitor pupil engagement and welfare.
- **Senior Management Team:** Oversight via Deputy Head Pastoral.
- **Staff Training:** Induction and ongoing guidance provided; weekly updates for tutors on curriculum delivery.

Associated policies

- Anti-Bullying/cyberbullying
- Child Protection (Safeguarding)
- Staff Code of Conduct
- Cranleigh Futures
- ICT Acceptable Use
- Mental Health
- Pastoral Care
- Child on Child Abuse
- RSE Policy
- Sharing of Nudes/Semi-nudes (Sexting)
- Smoking, Alcohol, and Substance Misuse
- Tutorial System