

The Maynard School, Exeter

September 2026

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

Independent Day School for Girls

This policy should be read in conjunction with the following policies:

- Access Policy
- Anti-Bullying Policy
- Anti-Corruption and Bribery Policy, Data Protection Policy
- Child Protection and Safeguarding
- E- Safety Policy
- Health and Safety Policy
- Restraint of Pupils Policy
- Preventing Radicalisation Policy
- Searching Students Policy
- Spiritual, Moral, Social and Cultural Policy
- Supervision of Students Policy
- Whistleblowing Policy
- Working with Volunteers Policy
- Emotional health and Wellbeing Policy
- Equality, Diversity and Anti-Racism Policy
- Relationship and Sex Education Policy
- Junior School PSHE Policy

This policy is underpinned by our Maynard Values. These values have been established through consultation with staff, pupils and parents. Our four core values are:

Kindness

Courage

Community

Integrity

The Maynard School is committed to providing high-quality Personal, Social, Health and Economic (PSHE) and Citizenship education for all pupils. In line with the Independent Schools Standards Regulations (ISSRs) and the Statutory Framework for Relationships and Sex Education, our programme supports pupils' personal development, prepares them for the opportunities, responsibilities, and experiences of life in British society, and promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

We regard PSHE and Citizenship education as an essential part of every pupil's learning, integral to safeguarding and to the development of the whole child. It is delivered through both explicit teaching and the wider curriculum, fostering a safe, respectful, and inclusive school culture.

We recognise that while PSHE education makes a significant contribution to our pupils' personal development and wellbeing, it is not synonymous with it. The promotion of our pupils' personal development (which includes their social development) is a fundamental aspect of their education at the Maynard and underpins their other learning. Their personal development is enhanced as they develop the skills they need to grow and develop as individuals and members of society. All aspects of a young person's experience at home, in school and out of school contribute to their personal and social development. It is a function of all subjects and curriculum areas.

Aims

Our programme of PSHE aims to contribute to our pupils' personal development and wellbeing by helping them to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including those concerning finances.

This includes discussion of differences between people and the importance of avoiding prejudice-based language.

We aim to develop self-understanding, empathy and the ability to work with others, including a reflective awareness of protected characteristics – these include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The programme also reflects on the importance and role of British values, Prevent and Radicalisation. The programme helps our pupils to enjoy healthy and productive relationships in all aspects of their lives.

Curriculum

Our PSHE curriculum is based on the following key programmes of study:

- Health and Wellbeing

- Relationships
- Living in the Wider World

The PSHE curriculum is designed to provide opportunities to address real life and topical issues and to show students that they can make a difference to their own lives and those of others. It incorporates the Statutory Relationships and Sex Education Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf (September, 2020, Updated July 2025)

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/personal-social-health-and-economic-pshe-education) (September, 2021)

Delivery and Teaching Methods

- The Subject Leader PSHE, Assistant Head Juniors and Assistant Head Sixth Form are responsible for the organisation and planning of the delivery and coordination of PSHE across the school.
- In the junior school PSHE is taught within the curriculum delivered by the class teacher.
- For U3-U6 year groups, PSHE is taught as a part of the tutorial programme in 2 x 30-minute sessions a week. It is also delivered in the curriculum for U4 (1 hr per week) and KS4 (30 mins per week) with a specialist RSE teacher as well as through assemblies, drop-down days and special events, arranged during the year, when whole year groups are involved in specific activities relevant to PSHE such as personal safety and cross-curricular workshops, team building activities days, residential trips and visits by theatre groups.
- Lessons for all pupils, taught by trained staff · A safe and supportive learning environment is maintained through clear ground rules, respectful dialogue, and sensitivity to pupils' experiences.
- Differentiated teaching ensures accessibility for all learners, including those with SEND and EAL.
- Varied approaches include role play, discussion, collaborative projects, and creative activities.
- Outside speakers deliver sessions to students e.g. Brook and It Happens Education (RSE).
- Sensitive topics are introduced with careful consideration of pupils' backgrounds, using distancing techniques to avoid personal disclosure.
- Time is given in assemblies to reach the whole school or specific year groups and then further developed in PSHE lessons e.g., diversity, mental health, understanding dyslexia, Christian Aid, Children in Need, Pride Month and International Day of the Women. A house structure exists within the school to plan and coordinate whole school fund raising activities to raise the focus of part of their PSHE programme which helps them to understand many of the issues relating to economic awareness, financial well-being and citizenship

Assessment, Reporting and Monitoring

- A range of informative methods are used
- Years 1–6: Teachers use formative assessment within lessons, and the Twinkl Life summative tools to track progress. Years 7-12 Informative assessment within lessons and summative quizzes
- Pupil voice and reflective activities are integral to evaluating understanding and engagement. Children's progress is fed back to parents within the Tutor's Comment section of the annual written report (Summer) and can be discussed at the two Parents' Evenings during the Autumn and Spring terms.
- The PSHE and Citizenship Lead monitors delivery, resources, and pupil outcomes, reporting to the Senior Leadership Team and Governors.

Intended Outcomes

By the end of their time at The Maynard School, pupils will:

- Demonstrate self-respect and empathy towards others.
- Maintain their physical and emotional wellbeing and support that of others.
- Understand how to keep themselves safe in a variety of contexts, including online.
- Actively participate in their communities, showing respect for diversity and the rule of law.
- Apply resilience, critical thinking, and decision-making skills in everyday life.

Safeguarding

PSHE and Citizenship education plays a key role in safeguarding by providing pupils with the knowledge and skills to identify and report concerns. Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained. Staff are trained to handle disclosures appropriately and in line with the school's Safeguarding and Child Protection Policy.

Review

This policy and programme will be reviewed annually by the PSHE Lead and Senior Leadership Team, with a full review in line with new DfE RSE guidance (July 2025). Any required changes will be implemented fully for start of the 2026/27 academic year.

Policy Written by:	PW	July 2010
Approved by:	Governors	August 2019
Reviewed annually by:	CL	September 2026
Date for Review:	SLT	September 2027

<u>Authorised by Governor</u>	
<u>Signed</u>	
<u>Dated</u>	