Personal, Social, Health, Economics Education and Citizenship Policy and British Values (PSHEE and Citizenship)

Date approved: **September 2026**

Date for review*: **September 2029**

Author: **Sean Nicolle**

*subject to any relevant changes in legislation or other appropriate guidelines

1. Scope

The scope of this policy is to outline Wexham School's approach to Personal, Social, Health, Citizenship and Economic education, henceforth referred to as PSHCE. This includes roles and responsibilities within PSHCE provision, our strategies to liaise with all stakeholders involved with PSHCE education, including parents and the wider community, our measures to ensure consistent quality PSHCE provisions, and ensuring the safety and wellbeing of all students in the context of PSHCE. The below policy has been constructed with reference to wider teaching and learning policies within Wexham School, as well as guidance from the Department for Education and the PSHE Association.

This policy also seeks to establish how PSHCE at Wexham is designed to consolidate and strengthen understanding of British Values, and how our curriculum design is informed by statutory requirements related to spiritual, moral, social and cultural (SMSC) development at Wexham School.

2. Rationale

PSHCE at Wexham School is designed at all levels to prepare students for life in the wider world and to understand their place within it. To achieve this, we have developed a curriculum that takes into account national requirements regarding personal, social, health and economic education (PSHE), citizenship, spiritual, moral, social and cultural development (SMSC) and relationships and sexual education (RSE). This is further informed by the needs of our students, as developed through a robust student and staff voice process, local child and maternal health (CHIMAT) data, and consultation with local schools and the Slough Borough Council through participation in the Slough PSHE Network.

3. Statutory Requirements

As a maintained school, Wexham School holds a statutory requirement to provide a robust PSHCE curriculum that meets the requirements of Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, in effect from 1 September, 2026. This has been issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This is also required through national curriculum guidelines related to SMSC and British Values education, as per section 78 of the Education Act 2002.

4. Ethos

The ethos of PSHCE at Wexham School is to ensure our students are equipped with the knowledge and skills to keep themselves and others heathy and safe. We believe that all students should be protected from misinformation and prepared to address sensitive topics in a truthful and respectful manner.

PSHCE at Wexham School is designed to take the specific needs of our cohort into consideration. Wexham School is situated in Slough, Berkshire and is very much a part of the local community. The proportions of students for whom the school receives pupil premium funding (additional government funding for students known to be eligible for free school meals, those who are looked after by the local authority and the children of services families), and of students eligible for the Year 7 catch-up premium, are well above the national averages. The proportion of disabled students and those with special educational needs supported by school action is also above average.

There are large disparities between the most and least deprived parts of the borough: the life expectancy gap is 8 years lower for men and 6 lower for women from the most to least deprived parts of the borough. The number of people with long term conditions is increasing – the main health problems and causes of death in Slough include cardiovascular disease, stroke, obesity, diabetes, cancer and chronic obstructive pulmonary disease. These can be tackled by changes in lifestyle, increasing rates of physical activity, improving diet, drinking less alcohol and stopping smoking. The significant health issues facing residents of Slough underlines the importance of delivering a PSHCE curriculum which educates our students on these areas and ensures their present and future well-being.

5. British Values

At Wexham School we uphold and promote British Values which are defined as:

- Mutual Respect
- Rule of Law
- Democracy
- Individual liberty
- Tolerance of those of different faiths and beliefs

These values are taught throughout PSHCE and can also be found in other areas of the Wexham School curriculum.

Mutual Respect:

Our school ethos and behaviour policy are based around the core values of mutual respect and a sense of responsibility for others. The concept and importance of respect is covered in detail in PSHCE lessons.

The Rule of Law:

The importance of laws and rules are consistently reinforced. Our system for behaviour is aligned to an agreed set of codes. Students are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the police help to reinforce this message. To encourage and promote good behaviour, attitude and work, we have a reward system which is followed throughout the school and we are committed to praising student's efforts. Wexham students are rewarded not only for achievement in curriculum areas but for positive behaviour such as kindness, helpfulness, team work and for demonstrating initiative.

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through a variety of opportunities. This includes an effective democratic Student Voice system. Students are aware of the importance of democracy and have experience of the democratic process.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our students to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to think independently and feel that they are able to express their ideas with confidence and that these are valued.

Tolerance:
Wexham School is proud of its diversity and how our students display tolerance of the different faiths and beliefs of their peers. The importance of this is one of the central tenants of the PSHEE/Citizenship curriculum. This is achieved through enhancing pupils' understanding of their place in a culturally diverse society. Tolerance of different faiths and beliefs is also a key feature of the Religious Education curriculum through Key Stages 3 and 4.

6. Citizenship and SMSC

Citizenship lessons within PSHCE give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their national duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible, both in and beyond the classroom. It encourages students to play a helpful part in the life of their school, neighbourhood, community and the wider world.

7. Curriculum

Wexham PSHCE Curriculum is set out as per Appendix 1, in line with 2026 statutory requirements and the Department for Education's guiding principles for relationships, sex and health education. As outlined throughout this policy, the PSHCE curriculum at Wexham School has been planned in consultation with all stakeholders, including parents, staff and students. This has also been informed by the Slough *Child and Maternal Health* profile, as well as the underlying needs of each yearly student cohort. Our curriculum is also designed to approach sensitive topics with a view to build positive attitudes and skills and avoid stigmatisation.

This may need to be adapted as and when necessary, however curriculum content that falls under RSE requirements will not change due to it being a legal requirement. Further details regarding the right to withdraw from RSE education is outlined in the Wexham School Relationships and Sex Education Policy (2026), which is available via the school website.

Furthermore, our PSHCE curriculum has been designed as part of a whole school approach to wellbeing and positive relationships, and has been informed by Wexham policies regarding behaviour and safeguarding. The Wexham PSHCE curriculum has been designed as a spiral curriculum, meaning that students regularly revisit learned content and add additional details at an appropriate stage in their social and emotional development.

8. Delivery of PSHCE

The delivery of PSHCE content is facilitated through the PSHCE curriculum. Furthermore, biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). These are compulsory to all Wexham students in Key Stages 3 and 4, and PSHCE remains compulsory for all Wexham students throughout Key Stage 5.

The PSHCE curriculum is delivered by each individual form tutor via a weekly 50 minute lesson. Staff are prepared in advance through the provision of appropriate teaching resources, and additional guidance and training to develop subject knowledge and establish shared practices in the delivery of PSHCE content. Content taught through cross-curricular links in Science and RE is to be delivered by teachers with a subject specialism in the appropriate area and efforts will be made to ensure these sessions are complementary with the wider PSHCE curriculum.

At Wexham, we believe that it is essential that students of all contexts are able to develop understanding of all facets of the curriculum. PSHCE lessons at Wexham will be differentiated by using formalised strategies outlined in the *Teaching and Learning Toolkit*, and this is embedded into lesson design and outlined in each scheme of work. Classroom teachers of PSHCE are expected to make adjustments based on the specific needs of students in their forms. Where appropriate, the PSHE Lead will liaise with the Autism Resource Base (ARB) and the Learning Support Centre (LSC) to ensure that all students have opportunities to learn and develop understanding of PSHCE.

External providers may be used on occasion to further develop student understanding of sensitive topics where required. It is the role of the Leader of PSHE to ensure that any content delivered by external providers is appropriate to the needs and sensitivities of the student cohort being targeted. Any external providers will be assessed in advance of delivery to ensure that messages not aligned to the ethos of Wexham School are not communicated to students. Parents must be notified in advance of any external providers being used in this manner and given the opportunity to request further information from the school.

Specific policies related to the delivery of relationships and sex education (RSE) content can be found in the Wexham School RSE policy, which is available via the school website.

Assessment and feedback of PSHCE delivered at Wexham is informed by the PSHE Assessment and feedback policy, which is available via the Wexham School website or upon request. This has been informed by Department for Education requirements for assessment within RSE, and guidance from the PSHE Association. PSHCE lessons at Wexham are designed to formally assess student progress at three stages: a baseline assessment, assessment for learning in the application stage, and an endpoint assessment. It is the responsibility of classroom teachers to establish and enforce high expectations of the quality of pupils' work in PSHCE and to be aware of the extent to which all students have understood core ideas. Opportunities are embedded into the design of Wexham PSHCE curriculum to enable consolidation of understanding.

9. Communication

Parents are able to access information on lesson and unit content via the Wexham School website, including an exemplar sample of lessons. In regards to RSE, parents are informed about the RSE policy through letters sent home in advance of RSE content being taught in PSHCE lessons, and the policy is available through the Wexham School website.

Parents are also able to request further details by contacting the Wexham PSHE Lead through email or telephone, including all curriculum materials used to teach RSE. Parents can support their children develop their understanding of RSE materials through the use of Knowledge Organisers, which are uploaded to ClassCharts on a termly basis. Pupils are engaged in the development of Wexham RSE curriculum through the conduct of student voice surveys on a termly basis. Furthermore, the PSHE Lead engages with the Student Council to gauge feedback and act upon specific concerns raised by the student body. This information is used to review and tailor our RSE program to ensure that our curriculum meets the needs of all students in our cohort in an age-appropriate manner.

10. Roles and Responsibilities

PSHCE is overseen by the SLT lead for PSHCE, and the designated PSHCE lead teacher. The PSHE lead is responsible for developing and implementing a curriculum that is fully compliant with DfE statutory requirements and meets the needs of each student. The PSHE lead is also responsible for enabling all staff to effectively deliver PSHCE across the school, and is accountable for student progress in PSHCE across all cohorts.

Lessons will be delivered by form tutors from across all teaching departments in the school in a timetabled 1 x 50 minute lesson each week, falling during Period 1 on Tuesdays.

Staff involved in the delivery of PSHCE are responsible for:

- Delivering PSHCE in a sensitive and respectful manner
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to, and adjusting for, the needs of each individual student they are responsible for.

Staff are to receive professional development regarding safe and effective PSHCE delivery in line with Wexham school protocol regarding curriculum and professional development (CPD). Additional support and development may be enacted in emergent circumstances, which will be facilitated by the PSHE Lead using resources from the PSHE Association.

11. Safeguarding

The PSHCE policy supports Wexham School's approach to safeguarding, as outlined by the Child Protection and Safeguarding Policy, which is available via the Wexham School website. This is also informed by Slough Safeguarding Policies and Procedures and *Keeping Children Safe in Education* (2025). This is also informed by other policies such as, but not limited to:

- Attendance
- Health and Safety
- E-Safety
- Staff Code of Conduct

Teachers are aware that effective PSHCE can at times lead to a disclosure of a child protection issue. All staff are routinely trained through the Wexham School safeguarding team on how to report a disclosure and are prepared in advance of sensitive content to address emergent concerns and appropriately report disclosures to the Safeguarding team. The PSHE Lead is designated to cover PSHE lessons if needed to enable staff to whom a disclosure has been made to immediately report said disclosure in person, should the disclosure be deemed to suggest short-term concerns to student wellbeing.

12. Linked Policies and Protocols:

- Child Protection and Safeguarding Policy
- Relationship and Sex Education Policy
- Drugs and Substance Misuse Policy
- Anti-Bullying Policy
- E-Safety Policy

13. Policy Monitoring and Review

This Policy will be reviewed on a regular basis by the Governing body, SLT, Parents, Students and PSHCE Lead, and amended/updated as appropriate.

Wexham School: PSHCE Website Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional Wellbeing: Change and Transition • *Goal setting* • *Managing emotions and reactions* • *Developing positive thinking habits* • *Managing feelings of anxiety and stress*	Friendship and Bullying • *Empathy* • *Bullying and bystander effect* • *Managing challenges to friendship* • *Peer influence* • *Coercive friendships*	Families and Changing Relationships • *Separation and Divorce* • *Roles in the family* • *Loss and Grief* • *Family Courts*	Puberty and Keeping Safe • *Physical and emotional changes* • *Menstrual wellbeing* • *Genital health* • *Identifying and reporting abuse* • *FGM*	Influences on Relationships • *Healthy and Unhealthy relationships* • *Depictions of relationships in the media* • *Managing Conflict* • *Consent* • *How media influences relationship*	Financial Decisions • *Making spending decisions* • *Budgeting* • *Introduction to jobs* • *Inflation* • *Being a 'critical consumer'* • *Budgeting*
Year 8	Health and Wellbeing • *Healthy food choices* • *Dental health* • *Physical activity* • *Impact of climate change* • *HPV*	Personal Safety and Managing Risk • *Firework safety* • *Road, rail and river safety* • *First Aid (CPR)* • *Understanding drugs* • *Tobacco and nicotine* • *Alcohol and risk*	Belonging and Community • *Identity and Community* • *Bias and stereotypes* • *Discrimination* • *Protected characteristics* • *Constrictive disagreement* • *Diverse and supportive communities*	Staying Safe Online • *Phones and financial risk* • *Influences on spending online* • *Influence of gaming and social media* • *The impact of AI and algorithms* • *Online fraud*	Healthy and Unhealthy Relationships • *Sexualised media* • *Safe online relationships* • *Sexual harassment* • *Harmful sexual behaviour* • *Sharing of Nudes* • *Consent* • *Gender-based violence*	Managing Money • *Opening a bank account* • *Reading a bank statement* • *Saving and Borrowing* • *Bank Cards* • *Managing Debt* • *Fraud*

Wexham School: PSHCE Website Overview

Year 9	Mental Health and Wellbeing • *Emotional Regulation* • *Healthy vs Unhealthy coping strategies* • *Managing emotions in complex and new scenarios* • *Body modification and influence*	Careers and Future Choices • *Exploring career interests* • *Workplaces and work patterns* • *Seeking support* • *KS4 options* • *Managing online presence for employment*	Drug Education • *Vaping* • *Attitudes and influences surrounding drugs* • *Alcohol and Cannabis* • *The law and managing risk*	Managing Risk and the Law • *Gang influence* • *County lines* • *Serious and organised crime* • *Cybercrime* • *Risks and influences on crime and staying safe*	Intimate Sexual Relationships* • *Consent in sexual relationships* • *Pregnancy and fertility* • *Sexual health (including self-examination)* • *Relationship values* • *Managing the ending of relationships*	Navigating Online Harms • *Sharing and sending nude images* • *AI and 'deepfakes'* • *Misogyny and stereotypes* • *Influences and responses to misogyny* • *The 'manosphere'*
Year 10	Independently Managing Health and Wellbeing • *Making informed choices in managing physical and mental health* • *Study skills* • *Menstruation* • *Blood, organ and stem cell donation* • *Cancer (including breast cancer)* • *Body modifications* • *Driving responsibly*	Online Safety • *Impacts and Risks of AI* • *Limitations and effects of generative AI* • *Chatbots and effect on relationships* • *Deepfakes and social attitudes to sending nudes* • *Risks of cryptocurrency* • *Financial exploitation online*	Friendship, Diversity and Challenging Extremism • *Recognising and challenging bullying* • *Diversity and including others* • *Understanding and preventing extremism*	Managing Influence • *Effects of gambling and influences to gamble* • *Influence of creating and consuming online content* • *Assessing trustworthiness of influences* • *Emotional wellbeing* • *Challenging online misogyny*	Consent and Recognising Abuse • *Role of intimacy and pleasure in consenting relationships* • *Pornography* • *Pressure, persuasion and coercion* • *FGM* • *Forced and arranged marriage* • *Relationship abuse and staying safe*	Study, Work and Careers • *Identifying career preferences* • *Mapping a career path* • *Interviews and job applications* • *Controlled and uncontrolled online spending* • *Money laundering* • *Social engineering and fraud*

Wexham School: PSHCE Website Overview

Year 11	Personal Safety and Wellbeing • *Managing stress and tension* • *Mental health and wellbeing throughout life* • *Managing change, loss and grief* • *Sleep and physical health* • *Risk and influence of drugs, including seeking support* • *Violence against women and girls*	Safe Relationships and Sexual Health* • *Power and control in relationships* • *Establishing boundaries and getting help* • *Managing conflict and breakups* • *Choices related to sex and contraception* • *Sexual health*	Families, Fertility and Pregnancy* • *Long-term relationships* • *Parenting* • *Fertility and routes to parenthood* • *Unplanned pregnancy and options*	***Remaining Y11 PSHE timetabled sessions will be used for targeted interventions in preparation for formal examinations.***		
Year 12	Health and Wellbeing • *Social and personal development* • *Managing mental and emotional health* • *Managing physical health* • *Body modifications and augmentations*	Diversity • *Cultural Identity and Competency* • *Sexuality and gender identity* • *Intersectionality*	Citizenship • *Modern political issues* • *Political participation* • *Charity, volunteering, communities*	Online Safety • *Boundaries and addiction* • *Media literacy and bias* • *Extremism* • *Presentations of masculinity* • *Online fraud and deception*	Sex and Relationships • *Building positive relationships* • *Consent* • *Pregnancy and parenthood* • *Types of relationship* • *Negative and abusive relationships*	***HT6 allotted for UCAS applications and preparatory work. Time may also be allotted for revision 'masterclasses' in preparation for PPEs depending on available staff.***

Wexham School: PSHCE Website Overview

Year 13	Careers • *Career options* • *University – choices and applications* • *Self-employment* • *Worker and employer rights*	Living Independently • *Managing independent life* • *Maintaining a home* • *Travelling safely* • *Responding to criticism* • *Safety in different social contexts*	Finance/Health • *Income* • *Saving* • *Budgeting and Long-term investment* • *Mortgages* • *Alcohol and Drugs* • *Managing health concerns*	***Remaining Y13 PSHE timetabled sessions will be used for targeted revision sessions in preparation for final examinations. Time will also be allotted to assist with 'next steps' beyond secondary school.***