The Cornwall Independent School

PSHE POLICY

This document which applies to the whole school, including the Early Years Foundation Stage (EYFS), is available on request, from the School Office, and can be made available in large print or other accessible format if required, from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force and other statutory and best practice documentation cited in this document.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Counterterrorism and Security Act 2015
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Prevent Duty Guidance: England and Wales (2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance – September 2026
- Early Years Foundation Stage statutory framework, 2014 (updated September 2026)where applicable
- SEND Code of Practice: 0 to 25 years 2014 (Updated September 2024)
- DfE Political Impartiality in Schools guidance 2025

Monitoring, Review and Adaptation: The text of this policy **is necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, proprietor and the Governance Advisory Body. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Body is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Policy Owner is Miss Jayne Chapman, supported by the Education and Compliance Officer.

Reviewed: September 2026
Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)



Miss Louise Adams
Headteacher

Roles and Responsibilities:
The governing advisory board will be responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics. The headteacher will be responsible for:
- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy. The PSHE lead will be responsible for:
- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
  Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

Aims and objectives:
At The Cornwall Independent School, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.
Personal, Social, Health and Education (PSHE) enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure they experience the process of democracy in school through the school council and pupil voice. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and to develop Spiritual, Moral, Cultural and Social Values.

This policy precludes the promotion of partisan political views in any of our teaching.

The aims of personal, social and health education are to enable the pupils to:

- know and understand the importance of physical activity and a healthy lifestyle.
- understand about personal safety, including assessing and managing risk (roads/ water/ railways/sun)
- understand what makes a safe, healthy relationships with others (through sex and relationships education)
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- be aware of the dangers related to drugs and alcohol:
- develop self-confidence and self-esteem, make informed choices regarding personal and social issues;
- develop respect for being a British Citizen and be aware of the Fundamental British Values;
- develop an awareness of economic wellbeing and money management through financial education.
- Know and understand about careers and future pathways.

This is not an exhaustive list as PSHE has many strands as highlighted in our annual topic grid.

Teaching and learning style:
PSHE education is taught to all of our pupils as a discrete lesson for one hour a week. It will address both pupils' current

experiences and preparation for their future. The programme of study provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. For example, healthy relationships begin in year one when learning about making friends. By year 11 our students are taught about safe relationships and sexual health.

PSHE lessons will be tailored to the pupils being taught, with consideration of the: -

- pupils' ability,
- pupils' age,
- pupils' current knowledge on and readiness to learn about the topic being covered,
- pupils' cultural backgrounds,
- pupils with EAL,
- pupils with SEND or other needs.

We use a range of teaching and learning styles in these lessons. We place an emphasis on active learning by including the pupils in discussions, scenarios, role play, debates, group work and problem-solving activities. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers. We encourage the pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as a harvest assembly or an open day. We offer pupils the opportunity to hear visiting speakers, such as representatives from the local community, whom we invite into school to talk about their role in creating a positive and supportive local community. We ensure that in all curriculum subjects fundamental British Values are not undermined.

Teachers work collaboratively with the children to create a whole class agreement which focuses on the pupils' voice, enabling children to feel safe in these lessons so they can share (or not share) their opinions in a safe, non-judgemental environment.

Planning Overview:
We are members of the PSHE Association and use their schemes of work to ensure a broad and balanced PSHE curriculum, covering all the required curriculum areas. Teachers have the flexibility to use their own resources as long as they are following the set learning objectives for each year group. Medium term plans are outlined to parents in a 'topics' list. Class teachers complete a weekly plan for the teaching of PSHE; this is embedded in their weekly plans. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught.

The Cornwall Independent School recognises that it is a statutory requirement to teach much of PSHE education via the statutory content, covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4. The PSHE Association scheme of work ensures statutory requirements are covered in an age-appropriate manner. The PSHE coordinator will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the school's RSHE policy.

PSHE planning:
We teach PSHE in a variety of ways to adapt to the changing needs of the children and the opportunities that arise. PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. Subject and class teachers plan opportunities to develop PSHE objectives across the curriculum. For example, when teaching about health development in Science, children will be learning about ways to lead a healthy lifestyle. In History pupils may be looking at the transatlantic slave trade, providing an opportunity learn historical facts while building critical PSHE skills like empathy, understanding human rights and challenging discrimination.
In some instances, e.g. Drugs Education and Sex and Relationship Education, we teach PSHE as a discrete subject and may involve outside agencies to ensure that professional expertise is offered.

As there is a large overlap between the programme of study for Religious Education and the aims of PSHE, we often visit PSHE objectives through our Religious Education lessons. This enables spiritual and moral development. Both subjects explore human experiences, morality and identity, enabling children to further their personal and social development.
We also develop PSHE through planned activities and whole-school events. For example, the school council representatives from each class meet regularly to discuss school matters. We offer PGL residential visits where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and team building skills. Showing respect, being thoughtful and considerate to others and using good manners are fundamental to the ethos of
our school and are continually reinforced by all staff members. Good behaviour is recognised and rewarded through
our whole school reward systems. The Headteacher carries out an Anti-bullying Assembly once every half term.

Assemblies and form time:
Whole school assemblies range from discussing a humanitarian disaster to appreciating birdsong. Assemblies are age-appropriate and reflect current events. Each half term an aspect of Anti Bullying is explored in each Key Stage and in EYFS, this includes all aspects of online safety and contextual risks. Form time provides a great opportunity for consideration and discussion of a wide range of topics including current affairs. Discussions are often initiated by the children.

Programmes of Study
Foundation Stage:
We teach PSHE in the Reception class as an integral part of the topic work covered during the year. As Reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the pupils' work to the set out in the Early Years Foundation Stage Curriculum Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a pupil's Personal, Social and Emotional Development in foundation stage classes which is embodied in our early years teaching and learning.

Key Stages One and Two:
Throughout Key Stages One and Two PSHE lessons are taught through school and class routines, such as circle times and assemblies, as well as through discrete lessons and cross curricular links. Form Teachers address pastoral issues on a class or individual basis as the need arises.
The programmes of study are based on three core themes: Health and wellbeing, Relationships and Living in the wider world.

Health and wellbeing topics will cover-Healthy lifestyles and physical wellbeing, Mental health, Ourselves, growing and changing, Keeping safe, Drugs, alcohol and tobacco.

Relationships topics will cover-Families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships, respecting self and others.

Living in the wider world will cover- Shared responsibilities, communities, media literacy and digital resilience, economic wellbeing and money, economic wellbeing: aspirations, work and careers.

Key Stages Three and Four:
PSHE continues to be taught throughout Key Stages 3 and 4. The long-term plan ensures continuity and progression throughout the school. During Key Stage Four the emphasis is on preparing pupils for adult life. Enterprise projects, work experience and career talks by a careers advisor help to prepare students for the world of work.
The programmes of study are based on three core themes: Health and wellbeing, Relationships and Living in the wider world.

Health and wellbeing topics will cover-Self-concept, mental health and emotional wellbeing, healthy lifestyles and health-related decisions, drugs, alcohol and tobacco, managing risk and personal safety, puberty, sexual health and fertility.

Relationships topics will cover-Positive relationships, relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood, bullying, abuse and discrimination, social influences.

Living in the wider world will cover- Learning skills, choices and pathways, work and career, employment rights and responsibilities, financial choices, media literacy and digital resilience.

Teaching PSHE to pupils with Special Educational Needs:
We recognise that there are children of different abilities in all classes, and we provide suitable learning opportunities for all. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, with some children completing all the tasks;
- providing resources of different levels of complexity;
- providing individual support;
- providing opportunities for scaffolding and cascading knowledge.

At The Cornwall Independent School, we teach PSHE to all pupils, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's attainment and progress against expected levels.

Learning opportunities allow all pupils to make progress. Learning challenges are appropriate to each child and small class sizes mean that we are able to respond quickly to individual needs on a one-to-one basis. Children also support each other

during activities. Where children need a greater level of support the ISP may contain specific targets relating to PSHE. We monitor their needs by placing them on alert, in accordance with the revised SEND Code of Practice.
When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

Pupils on the school 'Alert List' may have an Individual Support Plan (ISP) with specific targets relating to PSHE.
For More Able, Gifted and Talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Achievements from extra-curricular activities outside of school are celebrated in assemblies.

We enable pupils to have access to the full range of activities involved in learning PSHE. Where pupils are to participate in activities outside the classroom, for example, a volunteer project at the local day care centre, we carry out a risk assessment prior to the activity to ensure that the activity is safe and accessible for all pupils.

Assessment and recording:
The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group and key stage. Teachers assess pupil attainment against topic learning objectives. Assessment is used effectively to amend future planning, enabling maximum progress and achievement for all pupils.

Pupil progress in PSHE is reported to parents in their school written reports.

Relationship & Sex Education (RSE) and Health Education
RSE begins in the Foundation Stage where pupils learn about how to develop healthy relationships and begin to name body parts. Throughout Key Stages 1 and 2 pupils learn about their bodies, life cycles and healthy relationships. Teachers help children to learn the correct names for body parts (including genitalia). This reflects best practice when it comes to giving children the knowledge and understanding they need to stay safe, including the ability to identify and report signs of abuse, while reducing stigma. Year 6 pupils receive specific RSE sessions, in preparation for secondary school.
Pupils in Key Stages 3 & 4 receive sessions supported by the Brook Advisory Service. An awareness of Female Genital Mutilation (FGM) is developed within these sessions. Pupils throughout the school are made aware of 'appropriate touch' and are taught strategies for keeping themselves safe. NSPCC resources are used to ensure continuity and progress throughout the school. Parents are informed of sex education lessons in advance and are able to withdraw their child/ children from these lessons if they choose to. From three terms before a child turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

The Cornwall Independent School maintains a separate Relationships Education and Relationships and Sex Education (RSE) Policy, which sets out in detail the statutory curriculum content, sequencing, teaching approaches, parental consultation arrangements and withdrawal provisions. This PSHE Policy should be read alongside that policy.

Withdrawal from sex education
At The Cornwall Independent School, we will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. We will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made to Miss Adams.
In our primary school, requests from parents to withdraw their child from sex education will be granted automatically, with the exception of content that is taught as part of the science curriculum.
In our secondary school, before granting a withdrawal request, Miss Adams will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

If a pupil has been withdrawn from sex education, they will be able choose to opt back in from three terms before their 16th birthday.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

SMSC:
Teachers utilise opportunities in PSHE lessons to enhance and teach aspects of the pupil's SMSC development.

Spiritual
Pupils are given opportunities across the curriculum and through extracurricular activities to explore beliefs and experiences, develop respect and moral values, discover oneself and the surrounding world, use imagination, creativity and develop their skills of reflection and evaluation.

Moral
Pupils investigate moral and ethical issues and develop a clear sense of right and wrong. All staff help pupils develop an understanding of consequences and allow pupils to put forward their views and opinions.

Social
Pupils are given a variety of opportunities to develop and use their social skills in different contexts. They are taught how to work collaboratively with others, how to resolve conflicts and develop an understanding of how communities work. They are given responsibilities, such as being a house captain, a KS1 playground buddy or team captain to develop a sense of responsibility.

Cultural
Cross curricular links and extracurricular activities allow pupils to appreciate cultural influences and participate in cultural opportunities. Pupils are taught to understand, accept, respect and celebrate diversity.

Promoting Fundamental British Values
As a school, we promote values that reflect the fundamental British values.
The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to 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."

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At The Cornwall Independent School these values are reinforced regularly and in the following ways:

Democracy:
Democracy is key to the running of the school. Pupils have the opportunity to have their voices heard through our School Council and this often includes a secret ballot in order to vote for a class representative. This also teaches pupils that they can express wishes and opinions, but decisions will be made based on a wide range of factors. For example requesting a swimming pool would be deemed too expensive and logistically impossible.

The Rule of Law:
The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are also part of our curriculum and help reinforce this message.

Individual Liberty:
Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our online-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, pupils are given the freedom to make choices. We encourage the view that with freedom comes responsibility.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs:
Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part

of discussions and assemblies related to what this means and how it is shown. This is also promoted through our classroom and learning rules, as well as our behaviour policy. Tolerance of those of different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Preventing Radicalisation and Extremism

At The Cornwall Independent School, we recognise our important role in protecting children and young people from the risks associated with radicalisation and extremism. As part of our safeguarding responsibilities, we are committed to protecting pupils from all forms of harm and to providing a safe, inclusive and respectful environment in which all pupils can learn and thrive. The school has regard to the statutory Prevent duty, which forms part of the Counterterrorism and Security Act 2015. promote respect, equality, tolerance, diversity, freedom of expression and an understanding of the rights and responsibilities of living in a democratic society. Our PSHE education and wider curriculum provide pupils with opportunities to develop critical thinking skills, recognise misinformation and understand how to engage respectfully with different views and beliefs. We actively promote an inclusive culture in which discrimination, prejudice, bullying, harassment and derogatory language are not tolerated. Any behaviour that targets an individual or group because of their race, religion or belief, culture, identity or other protected characteristic will be challenged and addressed in accordance with our relevant policies. The PSHE curriculum is designed and delivered in accordance with the Equality Act 2010 and the Independent School Standards.

It encourages pupils to develop respect for other people, with particular regard to the protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The school will teach about protected characteristics in an age- and developmentally appropriate manner. Not every protected characteristic will necessarily be addressed in every year group; however, the curriculum will provide pupils with appropriate opportunities to develop understanding, respect and inclusion. Where issues involving discrimination, prejudice, harassment or bullying relating to a protected characteristic arise within the school community, the school will respond appropriately and use these situations, where educationally appropriate, to reinforce respect, equality and understanding. Our aim is to prepare pupils for life in modern Britain by developing their ability to participate positively in society, respect the rights and beliefs of others, understand democratic values and challenge prejudice and intolerance. Our approach to Prevent is balanced, proportionate and consistent with our wider safeguarding responsibilities, including pupils' rights to safety, education and freedom of expression.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2026)
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2026)

Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Resources:

The main teaching resources are available online through the PSHE association. The scheme of works provides links to a variety of teaching resources. Our PSHE Co-ordinator holds a selection of generic resources and books.

Equality and accessibility

The Cornwall Independent School will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Community links and Outside Agencies:
We have links with the Day Care Centre, the local food bank and the two care homes in Hayle. Our KS2 school choir performs at various events, namely the community carol services and Songfest. We invite speakers into school to support the PSHE curriculum where appropriate. The Brook Advisory Service helps to deliver the Sex and Relationships Education for our Key Stage 3 and 4 Pupils, either in person or using their online resources. Our pupils benefit from visits from the emergency services, health care professionals and charity workers. Pupils are encouraged to develop an understanding of the need to be economically independent through Enterprise projects and charity events. All visiting speakers are from reliable, professional backgrounds and are fully vetted before being invited in.

Professional development:
The subject co-ordinator and members of staff attend training as and when it is deemed appropriate. Annual lesson observations and book scrutinies enable the co-ordinator to support staff with their professional development. We use links and training opportunities with the PSHE Association, The National College and ISA to keep up to date with our teaching of the PSHE curriculum.

Extra-Curricular Activities:
Residential visits, educational trips, sporting events, charity days, harvest (community giving), school councils and extracurricular clubs are some of the activities on offer which enable pupils to further develop the objectives and skills taught as part of the PSHE curriculum.

Monitoring and Review:
This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties. The PSHE subject co-ordinator, together with the Headteacher, is responsible for monitoring the standards of pupil's work and the quality of teaching of this subject. The subject co-ordinator supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing help and guidance as necessary. The co-ordinator holds a meeting for all who teach PSHE on a termly basis. The purpose of these meetings is to review the long-term planning and assessment, discuss needs for development and plan future events. The subject co-ordinator meets regularly with the Headteacher to discuss and review the teaching and learning of PSHE. Areas that need developing are included in the school development plan.