



HAMPSTEAD
FINE
ARTS
COLLEGE



2026-2027

Hampstead Fine Arts College PSHE (Wellbeing) Policy

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1. Aims

The aims of Personal, Social, Health and Economic (PSHE) education at Hampstead Fine Arts College are to:

- help students stay safe and healthy
- prepare for the challenges and opportunities of life
- foster an atmosphere of open, respectful and tolerant discussion in our school community
- develop knowledge, skills and attributes that they need now and in the future.

At Hampstead Fine Arts College, PSHE Education is taught as part of the tutorial system and alongside Wellbeing and Enrichment. The College has subscribed to the creative resources programme for the 2026/27 academic year.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE including health education, see the relevant schemes of work, which are readily available; these will provide more details about what we teach in each year.

3.2 How we teach it

- PSHE lessons take place for all year groups. They are interwoven into the Enrichment and Personal Tutorial sessions throughout the academic year.
- The curriculum will be delivered by the Head of Wellbeing, SEN support team and Personal tutors as well as occasional outside agencies and guest speakers.
- All students will be fully included in lessons, regardless of ability or special educational needs and/or disability. This will be done through establishing an open and non-judgmental culture in the class room, differentiated class work, as well as by working closely with the school SENCO to identify students who may have more complex needs in Wellbeing.

- At times, complex or controversial issues will be covered in PSHE lessons. It is key that in these instances, tutors do not let their personal beliefs and attitudes influence teaching.
- Tutors should feel confident in raising any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. Where they do, appropriate solutions will be reached through further training, or timetable changes.
- A variety of teaching methods and resources will be used, including but not limited to: discussion, debate, worksheets, presentations, interactive resources, role play, research projects etc.
- The College is committed to assessing the progress of all students in PSHE, and will do so using higher order questioning, end of lesson/topic reflection sheets, and online confidential feedback questionnaires.

4. Roles and responsibilities

4.1 The Governing Board

The Governing Board will approve the PSHE policy, and hold the Principal to account for its implementation.

4.2 The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the College.

4.3 Staff

Staff are responsible for:

- delivering PSHE in a sensitive way;
- modelling positive attitudes to PSHE;
- monitoring progress;
- responding to the needs of individual students.

4.4 Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE and Wellbeing, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the Heads of Year, Deputy Head (Academic) for the curricular delivery, and by the Deputy Head (Pastoral) through regular meetings. learning walks, resource scrutinies and other methods deemed appropriate.

This policy will be reviewed by Deputy Head (Pastoral) annually, or when statutory guidance demands. At every review, the policy will be approved by the Principal and Governing Body.