



Chetwynde
School

WHOLE SCHOOL POLICY FOR WHOLE SCHOOL POLICY FOR Personal, Social, Health and Economic Education (PSHE)

Policy area: PSHE in Primary and Secondary School

Date established: February 2016

Date last revised: January 2023

Date of next revision: January 2024

This policy will be reviewed in full by the Board on a yearly basis, or more frequently if there are changes in policy. It is due for review in January 2024

Signed

Head of School: Mr S. Jefferson

Date: 6th March 2023

Signed

Chair of GB: Mr J. Burgess

Date: 6th March 2023

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to provide pupils the knowledge, understanding and skills they need to manage their lives now and in the future.

The PSHE programme of study supports the whole school vision and ethos.

At Chetwynde we aim:

- To build and sustain a friendly, tolerant and supportive community in which all its members are valued equally.
- To teach pupils to enjoy their education, to see it as a lifelong experience and to support them in making important career decisions.
- To pursue high personal, academic and social standards.
- To develop in our pupils' personal qualities such as curiosity, concern, industry, reliability, honesty, creativity, enterprise, appreciation, confidence and respect.
- To develop an active and open relationship with parents.
- To encourage pupils to take full advantage of the opportunities on offer to them.
- To show a sense of responsibility towards the local and wider community, and to prepare pupils for the challenges and opportunities of adult life.
- To adhere to the school core values of Respect, Responsibility and Resilience.

In order to do this PSHE is a fully integrated part of the school curriculum.

2. Statutory requirements

PSHE is a statutory subject. Our schools PSHE programme aims to go above and beyond what is required in the Statutory Guidance document. The PSHE policy supports and complements the following policies

- The guidance should be read in conjunction with:
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

3. Content and delivery

3.1 What we teach

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

Our **Whole School Policy for Sex Education and Healthy Relationships** policy outlines details of what we teach, in this area.

Other elements of PSHE, including, Citizenship and British Values, are taught in both the Primary and Secondary school.

Our PSHE programme is developed based on three core themes, of which there is broad overlap and flexibility

Health and Wellbeing,

Relationships

Living in the Wider World

The programme of study for timetabled lessons in each year group is prepared at the start of the year by the Head of PSHE (Secondary) and the Primary PSHE Lead. The programme covers all elements of the Statutory requirements set out in the "Relationships, Education, Relationships and Sex Education (RSE) and Health Education" in conjunction with elements taught in assemblies, other subjects and guest speakers. This programme of study may be adapted during the year to address local, national or international concerns, for example the impact on young people due to the Coronavirus pandemic.

Any topics not covered will be reviewed and added to the following years programme of study.

Topics include

FAMILIES
RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS
ONLINE AND MEDIA
BEING SAFE
INTIMATE AND SEXUAL RELATIONSHIPS INCLUDING SEXUAL HEALTH
MENTAL WELLBEING
INTERNET SAFETY AND HARMS
PHYSICAL HEALTH AND FITNESS
HEALTHY EATING
DRUGS, ALCOHOL AND TOBACCO
HEALTH AND PREVENTION
BASIC FIRST AID
THE CHANGING ADOLESCENT BODY
PERSONAL DEVELOPMENT AND CAREERS - each year group has one careers session per week during form time
FINANCE (and CITIZENSHIP)
BRITISH VALUES (and CITIZENSHIP)

THE ENVIRONMENT

The overarching concepts developed through the PSHE programme of Study encourages pupils to explore their attitudes, values and beliefs about

- Identity
- Relationships
- Lifestyles
- Risk taking behaviour
- Diversity and Equality
- Rights, responsibilities and consent
- Change and resilience
- Power (balance and negotiation)
- Career and economic understanding (careers lessons are mainly taught separately to PSHE)

In addition, Citizenship and British Values are taught in KS3 and KS4 and aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

3.2 How we teach it

Many topics from the PSHE/RSE curriculum permeate throughout education at Chetwynde. There are several topics which are 'taught' and reiterated on a daily basis in line with our values and school ethos. These are relevant to every year group, throughout the whole curriculum and not solely taught during PSHE/RSE curriculum time. Citizenship is taught in BPE and PSHE as well as assemblies and drop down days.

Cross reference tables are held by the Head of PSHE (Secondary) and the Primary PSHE Lead. These include details of guest speakers, assemblies and (Secondary) links to cross curriculum topics.

KS1 and KS2.

PSHE is delivered by the class teacher and taught as stand-alone projects.

Years 7 -10

All pupils have one timetabled PSHE lesson a week. All pupils have an additional form time dedicated to careers, as well as a Whole School assembly each week. PSHE is delivered by teaching staff or the Head of PSHE.

Year 11

All pupils have one PSHE form time, one Careers form time as well as a Whole School assembly each week. PSHE is delivered by either the Form teacher, Head of PSHE or pastoral staff.

Years 7 to 11

Many topics from the PSHE curriculum have crossovers with other subjects such as RS, ICT, Science and PE. The Head of PSHE will work in conjunction with the Heads of Department in these areas to ensure that the lessons compliment the work being done in other areas. For lessons such as internet safety and dangers, these may be done entirely in ICT lessons or a combination of both PSHE and ICT. In addition, external speakers and organisations are invited into the school regularly to teach specific parts of the PSHE programme.

All pupils

SEND PSHE content and material is tailored to meet the specific needs of SEND pupils. The Head of Humanities/ PSHE, the SENDco together with the teacher will determine if certain pupils need to be withdrawn for specific subjects and taught separately. In addition, SEND pupils may receive some PSHE lessons from STA's in separate study sessions where appropriate.

PSHE lessons for KS3 and KS4 have been sourced and adapted by the Head of PSHE and developed into separate lessons over a yearly programme. PSHE lessons for KS1 and KS2 have been sourced by the Primary SENDco and the class teacher. This programme has been cross referenced to ensure that all the elements of the statutory

guidance are met as a minimum. These cross reference documents are held by the Primary SENDco and the Head of PSHE (Secondary).

Staff who teach PSHE lessons are responsible for examining the lesson content (including videos) prior to the lesson and raising any concerns they may have with the Head of PSHE including their ability to teach any areas of the curriculum. They are responsible for differentiating the lesson to cater for all abilities and for any SEND needs.

The Head of PSHE will regularly update the school website / issue a PSHE Newsletter to inform parents of the upcoming PSHE programme of study.

We will create a safe and supportive learning environment by ensuring pupils are well prepared for sensitive subject matters. We will inform parents and carers prior to delivering lessons on cancer for example.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices. This has been taken into account when designing our PSHE programme and lesson content.

3.3 Safeguarding and Disclosure

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following the schools Safeguarding Policy or the pastoral team whichever is appropriate. Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external guests and contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. This will be explained to all school visitors.

Pupils' questions will be answered by the class teacher if they feel confidently equipped to answer it. If a teacher is unsure on how to answer a particular question they should contact the Head of PSHE or Primary PSHE Lead. For some lessons (in particular sex education lessons) teaching staff should use an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

3.4 Assessment and progress

Assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. We will assess pupils' learning and progression through classroom discussion and work scrutiny. Assessment in PSHE education will focus on learning, set against the lesson objectives and outcomes. Staff who teach PSHE will assess learning specific to PSHE education and not other areas of the curriculum, such as literacy.

Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Pupils should have the opportunity to reflect on their learning and to identify, for example, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular lesson.

Assessing learning in PSHE education must therefore use a combination of teachers assessment and pupil self and peer assessment.

Baseline Assessment

A baseline assessment should be carried out at the start of the lesson to determine pupil's prior knowledge of the subject. This will also enable teachers to make more effective judgements about pupils' development and progression in learning. This should be a short task and can use any of the following techniques

Questioning	Discussion	Brainstorming	Role-play	Storyboards	Mind map
Responding to a statement/video		Graffiti Wall	Quiz		Questionnaire

Demonstration of Learning

The baseline activity could be revisited or repeated at the end of the lesson to allow the student and teacher to clearly see how far they have come in their learning. In other cases a different activity could be chosen to demonstrate learning such as

- A “debate style” question
- Group presentation to the class
- Producing resources such as leaflets or booklets for younger children
- “Agony aunt” responses
- Blog/podcast
- Advising a friend in a given situation

Activities should be used flexibly to meet the needs of the students and the learning objectives.

4. Roles and responsibilities

4.1 The governing board

The governing board will review and approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher, together with the Head of Humanities, Primary PSHE Lead and Head of PSHE (Secondary) are responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

The Primary PSHE Lead has responsibility for the implementation, delivery and monitoring of PSHE and Relationships education in Primary School. The Head of PSHE is responsible for the implementation, delivery and monitoring of PSHE in the Secondary School

Teaching staff, Teaching Assistants and Learning Support Assistants are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

This also includes external organisations and guest speakers at assemblies. All external organisations and guest speakers must be approved by the Head Teacher.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. This importance of this is regularly discussed with pupils.

5. Monitoring arrangements

The Head teacher has overall responsibility for PSHE.

The delivery and quality of the PSHE programme is monitored by the Head of Humanities, Head of PSHE (Secondary) and the Primary PSHE Lead (Primary).

This policy will be reviewed by the Head of Humanities and approved by the governing board and the Head teacher.

6. Links with other policies

This policy links to the following policies and procedures:

- *Whole School Policy for Sex Education and Healthy Relationships.*
- Behaviour Management Policy Procedures
- Exclusion policy
- Misuse of drugs Policy
- Preventing and tackling Bullying
- Governor code of conduct
- Equality Policy
- SEN Policy and Information Report
- Staff Handbook
- Assessment, reporting and Feedback Policy
- Curriculum Policy
- Homework Policy
- T&L policy
- LAC Policy
- Safeguarding
- On-Line Safety