



## **PSHE Education Policy**

This policy is reviewed bi-annually

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## **Rationale and Ethos**

This policy covers Stowmarket High School's approach to Personal, Social, Health and Economic Education (PSHE). It was written by the PSHE Lead Claire Ferguson in consultation with Claire Broxton (SLT link), staff, parents/carers and students and updated by Claire Ferguson to include further elements to support the PSHE curriculum. PSHE is designed to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable lives and relationships. Relationship and Sex Education (RSE), which has its own Trust policy, aims to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity. PSHE will support the wider work of the school in helping to foster student wellbeing and develop resilience and character that we know are fundamental to students being safe and happy. The school will also promote the qualities and attributes students need to thrive as political individuals, family members and productive members of society. Stowmarket High School will teach PSHE and RSE in context, and in an age appropriate, inclusive, supportive and non-judgemental manner at all times.

## **Aims**

PSHE aims to teach students how to keep themselves safe and healthy, how to manage their academic, personal and social lives in a positive way now and in the future, and to support their own and others' wellbeing. Our wider aim is that our students grow to become successful and happy adults who make a meaningful contribution to society.

## **Statutory Requirements**

From September 2020 the Children and Social Work Act 2017 made RSE and Health Education compulsory (extension was given to Spring term 2021 due to COVID-19). Whilst, economic wellbeing, financial education, personal safety, careers and enterprise are not compulsory in the Programme of Study for PSHE, we are committed to delivering a broad PSHE programme, and all topics will be incorporated and taught, including the non-statutory content. PSHE will comply with the provisions of the Equality Act 2010 which state that schools must not discriminate against students because of any protected characteristics. Our PSHE programme is sensitive to the possibly complex religious, sexual orientation or cultural backgrounds of individual students. All opinions are heard, challenged and developed safely and inclusively.

## **Content and Delivery**

Content PSHE has three core themes; Health and Wellbeing, Relationships and Sex Education, Living in the Wider World and Futures. We have created a PSHE programme which provides for and matches the students' needs. Topics covered are:

*1 Health and Wellbeing* - looking at what makes an essential part of a healthy lifestyle. Linked to positive lifestyle choices, we discuss what contributes to people's emotional and social wellbeing as well as promoting good physical health.

Meditation, relaxation, sleep, healthy routines, managing feelings of anger, The Chimp, helpful and unhelpful thinking, drug and alcohol awareness, loneliness, basic first aid, CPR, mental health, mindfulness, self-esteem, body confidence, body image, healthy eating, energy drinks, eating disorders, smoking, exercise, cancer, loss and bereavement, growth and fixed mindsets, male mental health, cannabis, male fertility.

*2 Relationships and Sex Education*- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.

Friendships, bullying, puberty, consent, unwanted contact, LGBTQ+, unhealthy relationships, working out relationships, pornography, transgender, sharing sexual images, sex, contraception, parenthood, pregnancy, abortion, miscarriage, marriages, self-examination, FGM, menopause, male fertility, STIs, sexting, toxic and abusive relationships, domestic violence.

*3 Living In The Wider World* - developing the qualities and attributes children to be independent and active participants in society.

Online safety, British Values, diversity and culture, Protected Characteristics, staying in control of our money, budgeting, personal/road/cycle safety, drowning prevention, disabilities and autism, rights and responsibilities, human rights, gangs, extremism, prejudice, racism, intolerance, equality, climate change, Be Internet Citizens, organ donation, County Lines, knives, serious organised crime, gambling, debt, payday loans, APR, county lines, prevent, radicalisation.

*4 Futures* – is coordinated by the school's Inspirational Futures team and in certain year groups is delivered within the PSHE Curriculum (at other times students receive dedicated lessons on their timetable)

## **How we Deliver PSHE**

Our main method of delivery of PSHE is through dedicated lesson time where one session per week is dedicated to PSHE in Y7 and Y8. In Y9, 10 and 11 students receive a lesson every two weeks.

Staff will deliver a sixty-minute lesson on a variety of topics and issues that link to the PSHE curriculum. All lesson plans and resources are provided by the PSHE Lead and are available on the PSHE staff SharePoint page. No member of staff will be expected to deliver any content against their will, and any concerns they have should be raised with the PSHE Lead who can support delivery.

All PSHE schemes of work are age appropriate and developmentally appropriate and allow students to grow their own opinions and understanding of complex and engaging topics. They are delivered in an open and non-judgemental manner and allow scope for students to ask questions so they are fully informed. PSHE will be underpinned by clear ground rules that students must adhere to. Students are provided with a question and answer booklet which they complete, as well an engaging in debate and discussion. PSHE teaching will take into account students' ability, age and cultural backgrounds. Lessons will be planned so that students of differing abilities, including the ablest and those with additional needs, can access the learning and are suitably challenged. We are mindful of the Special Educational Needs and Disability (SEND) Code of Practice when planning for PSHE so that it is accessible for all students. We know some students are more vulnerable due to the nature of

their SEND and this is taken into consideration when planning and teaching PSHE. However, high quality teaching that is differentiated and personalised is the starting point to ensure accessibility.

External speakers/specialist educational organisations may deliver sessions as part of special events or access the classroom remotely. However, Stowmarket High School teachers will always manage this learning and be present at all times during sessions.

Assemblies are used to support the delivery of PSHE content and may complement the weekly topics delivered during form time. They are delivered by Stowmarket High School staff or external guests. Some elements of PSHE may also be delivered by individual subject areas e.g. the National Curriculum for Science includes teaching about reproduction.

During the course of PSHE lessons, students may disclose or indicate they are vulnerable or at risk. They may also seek advice and support on a specific personal issue. Staff who have any serious concerns must follow the procedures laid down in the Safeguarding Policy and pass these onto the Designated Safeguarding Lead (DSL). Staff will not offer or guarantee confidentiality to any student.

### **Staff Training**

All staff delivering PSHE and RSE will receive staff training so they feel prepared and equipped, especially for the more controversial and sensitive topics. It will be made clear to staff that their own personal beliefs and attitudes cannot influence their delivery. The PSHE Lead will organise staff training for staff when appropriate. Training is also available for the PSHE Lead to keep up to date with current policy and best practice, primarily through membership to the PSHE Association.

### **Assessment (informal)**

Staff will have the same expectations about the quality of students' work as in other curriculum areas. Informal assessment will take place through formative assessment which will allow the teacher and students to assess their contribution, ideas and progress. Students will also complete baseline assessments to determine prior knowledge, and then a similar assessment at the end of the topic, to capture progress and allow students to reflect on their learning. Students will complete an annual PSHE survey. This will ask about multiple aspects of the lessons delivered. Students' responses will give us a clear indication of those aspects of PSHE that require more or less attention so we can shape the PSHE curriculum according to their needs.

### **Roles and Responsibilities**

#### *1 The Trust Board*

A will approve the PSHE policy and RSE policy and hold the Headteacher to account for its implementation

#### *2 The Headteacher*

A. Ensure PSHE is well led, effectively managed, well planned and taught consistently across the school

- B. Manage requests to withdraw students from the Sex Education element of RSE
- C. Resource, staff and timetable PSHE in a way that ensure the school fulfils its legal obligations

### 3 The PSHE Lead

- A. Coordinate the delivery of PSHE during lesson time
- B. Design age appropriate PSHE schemes of work for all year groups
- C. Ensure our PSHE curriculum map meets and exceeds statutory RSE and Health Education requirements, and is sequenced sensibly
- D. Ensure our PSHE curriculum map meets the needs of our students, using findings from the PSHE survey
- E. Communicate with staff in other curriculum areas to ensure PSHE complements, and does not duplicate, content covered in other subjects
- F. Ensure all PSHE resources are kept in one place on the network and are easily accessible to staff
- G. Assist SLT with the monitoring and evaluation of PSHE via learning checks, booklet scrutiny, and student/staff questionnaires
- H. Monitor student progress in PSHE
- I. Organise PSHE external speakers, liaising with external agencies
- J. Contribute to the CPD, training and support required by staff
- K. Keep abreast of current PSHE guidance and best practice
- L. Ensure PSHE education is accessible to all students
- M. Report to SLT on request

### 2 Staff

- A. Deliver PSHE in a sensitive manner
- B. Establish clear ground rules for students when engaging in debate and discussion
- C. Model positive attitudes towards PSHE
- D. Monitor student progress
- E. Respond to the needs of individual pupils and pass on any safeguarding concerns to the DSL
- F. Pass on completed student PSHE booklets to the PSHE Coordinator when asked for
- G. Provide feedback through PSHE surveys to the PSHE Coordinator

## **Monitoring Arrangements**

PSHE lessons are quality assured by SLT and the PSHE Lead via learning checks, student voice, and student booklet scrutiny. Staff monitor student progress during PSHE sessions and by looking through student booklets. PSHE staff and student surveys are completed annually, the findings of which are used to improve provision. This policy will also be reviewed and approved annually by the Headteacher and the School Committee to ensure it continues to meet the needs of students, staff and parents.

## **Parents and Their Right to Withdraw**

The PSHE teaching we offer will be complementary and supportive to the role of parents. We will consult with them on the development of PSHE subject content and policy. However, the DfE state that 'what is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content'. Parents will not be able to withdraw their child from Relationships Education. However, parents will be able to withdraw their child from some or all of Sex Education (other than the Sex Education which sits in the National Curriculum as part of Science) up to and until three terms before they turn 16. Parents must apply in writing to the Headteacher if this is the case. The Headteacher will discuss such requests with parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. However, a child will have a right to opt into Sex Education from their 15th birthday (specifically three academic terms before they turn 16).

## **Links With Other Policies**

PSHE is supported by the school's wider policies on:-

1. RSE
2. Behaviour For Conduct
3. Peer on Peer Abuse
4. Anti-Bullying
5. Safeguarding
6. SEND
7. Online Safety
8. Inspirational Futures