



## **Personal, Social, Health and Economic (PSHE) Policy**

### **PSHE and its Aims**

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

It helps students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. To make responsible, informed decisions related to drugs, alcohol and sexual consent, to understand the causes, implications and sources of help for mental and physical health problems, and to guide them in their career planning and financial future. It is integral with equipping our students with what lies ahead, and to encourage balance and confidence, in line with the school's principles.

This course is central to all aspects of school life - its thinking, planning, teaching and organisation – and as such has a positive influence on students' learning and relationships throughout the whole school community. Provision of PSHE is explicitly designed to contribute to the process of growing up and the preparation of students for responsibility in adult life, by promoting fundamental British values and by passing those enduring, universal values which help to nurture pupils' integrity and autonomy so that they become responsible and caring citizens capable of contributing to the development of a just society.

This policy, along with the delivery of PSHE, is written to be in line with other relevant school and government statements and policies of Relationship and Sex Education Policy, Anti-Bullying, School Rules, Pastoral Care, School and Sexual Relationships, ICT and Acceptable Use, Drugs and Alcohol, Careers and Higher Education, Keeping Children Safe in Education 2018, Equality Act 2010, Teaching Online Safety in Schools and SMSC.

### **Statutory Guidelines**

The new statutory guidelines will be compulsory for all secondary schools, including independent schools from September 2020. Up until this point, PSHE has been compulsory for independent schools through the Independent Schools Standards, but this new statutory change will bring a 'levelling up' of standards across all schools and ensure safe, effective PSHE practice.

Relationship and Sex Education, which, up to this point, has not been a compulsory element for independent schools, is now a requirement. It has been an integral and established part of PSHE at King's already and this new requirement will now bring it further into the curriculum. Parents will have a right to withdraw from Sex Education only (not Relationship Education or Health Education, or other elements of PSHE) up to three terms before the child turns 16, then it is the choice of the child.

Health Education is not compulsory for independent schools, although we intend to comply with the all of the statutory guidance, including the Health Education elements, to ensure we provide consistent and a high-quality programme, in line with our pastoral plan and as part of our school ethos.

As an independent school we are still required to comply with SMSC, KCSIE and other government policies, which include teaching Fundamental British Values.

## **Objectives**

Towards this aim, pupils will be given opportunities

- to acquire knowledge in context
- to apply skills, e.g.: making decisions
- to develop values and attitudes, e.g.: responsibility
- to engage with the community
- to reflect on and learn from experience

## **Approach and Methodology**

The advice of the PSHE Association is reflected in the teaching methods used. We encourage active learning, discussion, project learning, and reflection, as well as more traditional methods, depending on the topic. A safe environment is created by the use of ground rules and distancing techniques, especially when dealing with sensitive issues. Resources and materials are reviewed and updated to reflect the most suitable available.

### *Differentiation*

Students are taught in mixed ability groups; differentiation is based on task and outcome. We ensure that students with special educational needs receive access to PSHE through differentiation as advised in student provision plans from the Learning Support Department.

### *Cross-curricular*

PSHE is not a stand-alone subject and works in conjunction in particular with ICT, Biology and Religion and Philosophy. Cross-curricular learning is achieved through sharing Schemes of Work with other departments and joint planning. Implementation of numeracy and ICT skills are also integrated in PSHE lessons.

## **Equal Opportunities**

Staff must educate without prejudice or discrimination and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our students.

Teaching will take into account the ability, age readiness, and cultural backgrounds of our students and those with English as a second language to ensure that all can fully access the PSHE provision. Every child's needs will be considered when planning lessons and activities.

The curriculum offered supports equal opportunities, referring to the nine protected characteristics of the Equality Act 2010, and challenges notions of prejudice and discrimination in the range of human experience.

## **Curriculum Content**

The programme is a continuation of the PSHE curriculum at King's St Albans and King's Hawford. Some topics are revisited in more depth as the students progress through the School.

Opportunities will be found for including PSHE topics within designated time, other curriculum areas such as Biology, Religion and Philosophy and Key Skills (Sixth Form), assemblies and in extra-curricular activities.

In the Lower Years and Fifth Forms, pupils are taught within their pastoral (Form/House) groups in order to provide a connection between the academic and pastoral structures of the school and to help to ensure a unified whole-school approach to pupils' spiritual, moral and cultural development.

One period per week of 35 minutes is available for the taught areas of PSHE in the Lower Years. They cover the topics of:

- Organisation
- Mental Health
- Friendships
- Personal safety
- First Aid
- Careers
- Stereotypes, discrimination and prejudice
- Bullying
- Physical Health
- Puberty
- Finance
- Romantic relationships
- Drugs and alcohol
- Esafety

Both Lower Remove and Upper Remove are taught in timetabled lessons. They cover the topics of:

- Physical Health
- Careers
- Relationships
- Alcohol and drugs
- Peer influence
- Sex and Relationships
- Safety
- Mental Health
- Finance
- Stereotypes, discrimination and prejudice

Fifth Form are taught as part of House time, delivered by their Year Group Tutors. They cover the topics of:

- Mental Health
- Careers
- Sex education
- Physical Health

The detailed programme content for all of Lower and Middle Years is contained in the Programme of Study and Schemes of Work. As PSHE is both a proactive and reactive subject, the Programme of Study may need to be adapted and developed during the course of the academic year. The Programme of Study and Scheme of Work will be updated accordingly if and when these changes occur.

Sixth Form (both Lower Sixth and Upper Sixth) have a PSHE programme integrated into the Key Skills programme. This includes a mixture of King's staff-led sessions on:

- Physical Health
- Finance
- Well-being
- First Aid
- Consent

Additionally, there a programme of external speakers included in Key Skills. Topics include:

- Cancer
- Drug and Alcohol addiction
- Mental Health
- Relationship and Sex Education
- Internet Safety
- Physical Health

Upper Remove and Fifth Form have off-timetable PSHE days to enrich the PSHE programme. These days are to enhance, not replace PSHE teaching by staff in the established curriculum. These are predominately delivered by external speakers. Biographies of our speakers are found on Firefly. Each speaker completes a Presentation Form prior to their talk, to ensure pastoral staff are aware of any sensitive topics. Both staff and students are informed of the content of each talk prior to the event. Topics include:

- Drugs and Alcohol Addiction
- Mindfulness
- Relationship and Sex Education
- Mental Health
- Careers
- Finance
- Internet Safety

Topics associated with PSHE are also addressed in year-group assemblies throughout the year.

### **Organisation of the taught programme:**

The Head of PSHE, Catriona Rees, is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme. Assistance in the Lower Years is offered by the Deputy Head of Lower Years, Rachael Worth.

All staff who are responsible for the taught programme are offered training in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues. This takes place either on staff INSET days when outside agencies may be used where appropriate or through the attendance of the Head of PSHE at the meetings of Form and House staff.

External speakers are invited to deliver PSHE days with their learning objectives and outcomes agreed in advance. We ensure external contributors' input is part of the planned programme and endeavours to enhance it. Teachers are always present during these talks to manage the learning.

### **Confidentiality**

Issues surrounding confidentiality come into sharp focus because of the nature of many topics covered by PSHE. Any disclosure, which indicates the pupil is at risk, must be reported to the Designated Safeguard Lead or Deputy, in accordance with the school's Safeguarding policy. Teachers

must not promise absolute confidentiality to students. Teachers are obliged to pass on disclosures only as defined in the Safeguarding Policy and the school's policy on Sex and Relationship Education.

### **Parental/Carer Involvement**

PSHE education is a partnership between schools and parents and carers, and we are committed to engaging with parents and carers is an important part of providing an effective programme. As DfE statutory guidance states: *'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum'*.

We will communicate with parents and carers through an annual email with the Programme of Study and the PSHE and RSE Policies. This may encourage discussion at home on topics covered in a timely fashion. The Scheme of Work, Programme of Study and Policies can be accessed by parents through Firefly and our Policies will be available on the school's website.

We will communicate to parents about their right to withdraw before the beginning of each academic year. Legislation states that parents can choose to withdraw their child (following discussion with the school) from any or all of aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, as if a child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. Parents will not be able to withdraw their child from any aspect of Relationship Education or Health Education.

For further information on the right to withdraw and curriculum, see the Relationship and Sex Education Policy.

We offer parents and carers workshops at our Parent Information Evenings to find out more about the topics covered in PSHE. They are delivered by external speakers. These include:

- Drugs and Alcohol
- Mental Health
- Internet Safety
- Teenage behaviour

### **Assessment and Reporting**

We will assess student's learning through formative assessment throughout lessons. PSHE is not about 'passing or failing', or about behavioural outcomes, rather the engagement of students. Feedback is immediate, constructive and positive.

In the Lower Years written work is collated in the PSHE section of the Student Profile Books. Marking is less structured with consideration given to the volume of work completed orally.

PSHE is not included in any reporting cycle. Any behavioural concerns are to follow the school's sanction policy.

Reviewed: SLT/CRR August 2019

Next review: August 2020