



# HALL GREEN SCHOOL

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

<b>Adopted:</b>	30 June 2021
<b>Next Review:</b>	30 June 2024
<b>Governing Committee:</b>	Pastoral and Curriculum
<b>Responsibility:</b>	Deputy Headteacher PSHE Lead

## **Statement of intent**

Hall Green School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Hall Green, our PSHE curriculum is strongly tied to our Relationships, Sex and Health Education (RSHE) and pastoral care programme. This policy should be read in conjunction with our RSHE programme, which lays out finer detail of that area.

The vision for students, staff and others linked to our school is to aim always to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is a welcoming and inclusive community where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- The needs and interests of all pupils, irrespective of gender, sexuality, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the school website along with curriculum content.
- This policy will be used alongside the school curriculum policy, the school special needs policy and the school career and work experience policy in order to ensure a comprehensive PSHE education.
- At times it may be necessary to amend curriculum content to address specific issues.

## **Key roles and responsibilities**

- 2.1 The governing body has overall responsibility for the implementation of the Hall Green's PSHE Policy.
- 2.2 The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3 The governing body has overall responsibility for reviewing the PSHE Policy every three years.
- 2.4 The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

- 2.5 The Headteacher will be responsible for ensuring the overall implementation and management of the PSHE Policy.
- 2.6 The Deputy Headteacher, PSHE Co-ordinator and appointed Head of House (the PSHE team) are responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 2.7 Together, the PSHE team will:
- (a) Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
  - (b) Agree the overall aims, objectives and priorities of the PSHE curriculum.
  - (c) Establish a shared view of best practice to which all pupils are entitled.
  - (d) Develop and review this policy.
  - (e) Agree the priorities for pupils' personal and social development.
  - (f) Identify the major opportunities for meeting these priorities across the curriculum.
  - (g) Provide appropriate support and training for departmental staff.
  - (h) Monitor the PSHE programme including the use of outside agencies.
  - (i) Evaluate the PSHE programme using pupil voice.
  - (j) Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
  - (k) Attend relevant courses and network meetings.
- 2.8 As required by statutory guidance, the governing body and Headteacher will consult with parents to ensure that the RSHE and PSHE policies reflect the needs and sensibilities of the wider school community.
- 2.9 Hall Green School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education.
- 2.10 Hall Green School will ensure that pupils are also involved in the creation of this policy through the periodic use of pupil voice surveys.

### **Aims of the PSHE curriculum**

#### 2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.

- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes ‘socially acceptable’ behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy and respect the rule of law.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other’s right to do the same.

### **Fundamental British Values**

The following values underpin our PSHE delivery:

- Democracy
- The rule of law
- Tolerance
- Mutual respect
- Individual liberty.

### **Teaching methods and learning style**

- PSHE is taught in a number of different ways: through curriculum subjects, through House and Year group assemblies, through Form Time activities, and through visiting speakers and workshops. A range of teaching and learning styles is used to teach PSHE.
- We use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers are closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- There is an element of PSHE in pastoral care and we ensure that PSHE and pastoral care teams work together to ensure that there is a safe environment where pupils feel comfortable discussing personal and/or sensitive topics.

- Teaching will take into account the ability, age and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.
- We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.
- All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

### **Reporting and confidentiality**

- Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their form or subject teacher or another member of staff about this.
- Pupils will be encouraged to have an open dialogue regarding any such issues with their form teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility and refer to the school safeguarding policy.

### **Key stage 3 and 4 programme of study**

The programme of study will cover:

- Facts about drugs and alcohol.
- Contraception and safer sex.
- Sexually transmitted infections and AIDS.
- Safety in the home and on the street.
- Online safety.
- Healthy eating and the importance of exercise.
- Eating disorders.
- The political system of democratic government in the UK, including voting and how Parliament works.

- The justice system and the police.
- Money management, debt and budgeting.
- Responsibility and lifestyles.
- Mental health.
- How to maintain physical, mental and emotional health and wellbeing including sexual health.
- Parenthood and the consequences and responsibilities of teenage pregnancy.
- How to assess and manage risks to health and how to stay, and keep others, safe.
- How to identify and access help, advice and support.
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health.
- How to respond in an emergency, including administering first aid.
- The role and influence of the media on lifestyle.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and how to develop parenting skills.
- How to recognise and manage emotions within a range of relationships.
- How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters.
- The concept of consent in a variety of contexts (including in sexual relationships).
- How to respect equality and be a productive member of a diverse community.
- How to identify and access appropriate advice and support.

## **Monitoring**

As for any other lesson, teachers will keep an attendance record of pupils' attendance at PSHE sessions. The Head of House with responsibility for assemblies ensures that pupils who have missed important safety PSHE sessions are provided with catch up information on their return to school.

Sequences of PSHE lessons are evaluated using pupil voice, both to monitor pupils' learning of relevant information and the quality of the delivery.

PSHE lessons are also monitored using learning walks and a periodic “department review” process, similar to that used for the academic curriculum.