

PSHE Policy



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1. Aims

- To promote students' spiritual, moral, social and economic education.
- To promote the school ethos where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

The school is committed to enabling our students to develop an awareness of themselves and the wider world around them, to make positive choices and become good citizens with a sense of individual purpose. The school's values and mission statement are central to this policy and the delivery of PSHE education.

The Leadership Team is fully committed to the on-going development of the Life Learning curriculum; the effective use of tutor time sessions, a relevant, stimulating and co – coordinated assembly programme throughout the school and constant review of the subject curriculum to exploit opportunities for PSHE delivery.

As we acknowledge that PSHE education works within students' real- life experiences, staff will make every effort to create a safe and supportive learning environment by setting clear ground rules within the classroom and ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support from the DoL and/or Tutor.

Students will be given a voice through student voice surveys and opportunities will be sought to develop partnerships with parents, carers, our local community, and relevant outside agencies including "It Happens".

Staff will be encouraged to undertake continued professional development and contribute to the wider life of the school.

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.
- This policy also complies with the terms of our funding agreement.

3. Entitlement and equality of opportunity.

Classroom practice and pedagogy will consider students' ability, age, readiness, and cultural backgrounds and will be adjusted to enable all students to access the learning programme. The school is committed to promoting the needs and interests of all students, irrespective of gender, culture, ability, or personal circumstance. We will actively look for opportunities to promote diversity and inclusion and will consider all students' needs. A DEI (Diversity, Equality, and Inclusion) Group is effectively overseeing this strategy across the school. As far as appropriate, students with special



educational needs should follow the same PSHE education programme. Careful consideration should be given to the level of differentiation needed, and in some cases the content or delivery will have to be adapted.

4. Assessment recording and reporting

PSHE is not a learning area which students will pass or fail but the following may provide opportunities for both summative and formative assessment: In Life Learning there is verbal feedback, Peer group assessment: oral feedback, discussions, online quizzes, and baseline assessments as appropriate.

5. Monitoring, evaluation, and review of the curriculum

The Life Learning programme is reviewed annually by the member of staff responsible for Life Learning and Curriculum planning for Personal Development.

The Tutor programme is set for each September but is a dynamic programme which will respond to issues as they arise for the year group/key stage and is devised, led and monitored by the Directors of Learning (Pastoral) Lower, Middle and Upper.

The assembly programme is set by the Inclusion Team and reflects the celebration of national key events and supports the school's values (C.R.I.C.I.T)

The assembly programme is set each September by the Head of Sixth Form for Years 12 and 13

6. Teaching and Learning

The Life Learning Framework is delivered in all key stages via a rotation of 8 x 2-hour morning sessions throughout the school year. All staff will contribute to the curriculum provision. The provision is mapped and planned effectively and co coordinated with the statutory requirements for RSE.

The Tutor Programme is delivered by the tutor/s allocated to each registration group, under the leadership of the Director of Learning.

Curriculum development is a dynamic process overseen by the Vice Principal Curriculum and monitored via the Oversight Programme. Ground rules will be set at the start of every Life Learning lesson and staff will make the rules for tutor time and lessons clear to students. If a student makes a disclosure all staff are appropriately trained and have read, understood and are able to refer to the Safeguarding Leads appropriately.

It is recognised that students should feel able to ask any questions that they wish to and that their questions are valued: consideration will be given, however, to how best to respond to questions and a professional judgement will be made about prior learning and the welfare of the whole group. Staff are encouraged to ask students to wait for an answer if the matter is sensitive, personal or raises potential safeguarding concerns. Teachers are encouraged to consult with the safeguarding team.



Students will be encouraged to raise questions using the SHARP system or speak with their tutor/year lead in private, as appropriate. Where possible two staff members are allocated to each Life Learning Group to support with student discussion.

7. Engagement with parents

We are committed to working with parents and carers as PSHE is strongest when there is communication and collaboration between school and home. Legislation states that parents have the right to withdraw their children from elements of RSE which does not form part of the science national curriculum. Guidance on this duty is available in the RSE policy. This right will be communicated to parents via the RSE policy and the Home School Agreement.

8. Linked school policies:

- Careers
- Child Protection Policy and Procedures
- Anti-Bullying and Anti-Hate Policy
- E-Safety Policy
- Equality Information and Objectives
- Relationships and Sex Education