



Personal, Social, Health, Economic and Citizenship (PSHCE) Education Policy

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Rationale

This policy covers our school's approach to Personal, Social, Health, Economic and Citizenship (PSHCE) education at key stages 3 and 4.

Our PSHCE curriculum is based upon the statutory guidance from the Department for Education (DfE, 2019) which states that it is mandatory for all schools to deliver health education and relationships and sex education by 2020. The curriculum is also informed by the PSHE Association's recognition of the importance of economic wellbeing and careers education for young people; thus complementing our work towards the Gatsby Benchmarks. The Citizenship aspect of our PSHCE curriculum is consistent with the national curriculum requirements for Citizenship Education at key stages 3 and 4 (DfE, 2013).

Our school vision statement also underpins the nature of the PSHCE curriculum at Tytherington; playing an important role in the development of well-rounded young people who possess the skills, knowledge and attributes to fulfil their potential in all areas of life.

“Our vision is simple. We are an ambitious school at the heart of the community. We constantly strive to improve everything we do. Our mission is to provide all students with a high quality education that encourages them to be articulate, resilient, courageous, curious and have the confidence to stand up for what they believe in”.

The PSHCE curriculum at Tytherington actively promotes the fundamental British Values and makes a key contribution to the social, moral, spiritual and cultural (SMSC) development of our young people.

Aims of the PSHCE Programme

In collaboration with our partner primary schools we are working to develop a common approach to the planning, delivery and assessment of PSHCE so that all pupils transitioning to Tytherington School will have the same preparation and experience. The overarching aim of the Tytherington partnership PSHCE curriculum is as follows:

“Our aim as a partnership is to develop and deliver a bespoke PSHCE curriculum which is designed to meet the needs of the children in our diverse community. The curriculum intends to enable both primary and secondary children to forge a cohesive and progressive pathway from

reception to KS4. We aim to equip children and young people with the skills, knowledge, attitudes and understanding that they need to navigate through a smooth transition between the different stages of their school journey and ready them as citizens in our complex world”

The more specific objectives of the key stage 3 and key stage 4 PSHCE curriculum at Tytherington School are to ensure that our young people:

- Understand how to maintain good physical health and emotional wellbeing.
- Develop their confidence, self-esteem and resilience.
- Know how to develop and maintain healthy, safe and respectful relationships in a variety of contexts.
- Understand how to stay safe online.
- Know the facts relating to the use of drugs, alcohol and tobacco.
- Understand the physical and emotional changes that take place during puberty.
- Understand the facts relating to sexual health and wellbeing, including appropriate contraceptive choices.
- Know how and where to access appropriate advice, support and guidance to keep them safe and healthy.
- Understand the laws relating to the topics that are covered in the PSHCE curriculum.
- Are accepting of diversity and understand the importance of equality of opportunity.
- Have a clear understanding of the fundamental British Values.
- Are provided with opportunities to bring about change and to make a positive contribution to the school, local, national and international community.
- Have high aspirations and make well informed choices about post-16 options and future careers.
- Are well equipped for their adult roles in society and understand the responsibilities of being parents, citizens and consumers.
- Can manage their money well and make sound financial decisions.

Our PSHCE curriculum is flexible and responsive to current school, community, national and international issues that affect the lives of our young people.

Policy Availability

This policy is available to parents, carers and others through the school website. If parents, carers or others require this policy in an alternative format then they should contact the Headteacher, Mr Botwe.

The Context of the PSHCE Curriculum

NB: An overview of our model of delivery can be found in Appendix 1.

a) Discrete lessons – year 7 and 8

All pupils in years 7 and 8 have one lesson per fortnight with Jemma Brereton. Jemma is a trained Social Science teacher with 8 years' experience of teaching PSHCE. The focus during lesson time is on the new statutory elements of PSHE (i.e., healthy living and relationships and sex education) and Citizenship Education. The content of lessons is informed by the DfE statutory guidance documents for PSHE (2019) and Citizenship (2013), thus ensuring that all mandatory outcomes are addressed.

PSHCE is taught through a 'spiral programme'. This means that learning is organised into a series of recurring themes which are revisited each year in order to extend and deepen learning, in an age appropriate manner.

b) Drop-down sessions – year 7 and 8

Pupils in year 7 and 8 are also involved in a number of drop-down sessions (i.e., off timetable) throughout the year to ensure coverage of the more specialist elements of the PSHCE curriculum (e.g., first aid). External speakers/organisations are invited into the school to deliver workshops and presentations to enrich the learning experience of our young people. Where external speakers are used, learning is managed to ensure that objectives and outcomes have been agreed with the visitor/s in advance.

c) ROSE days – year 9, 10 and 11

Years 9, 10 and 11 receive PSHCE education through the ROSE (respect for others, self and the environment) day system. ROSE

days are off-timetable days that are dedicated to the delivery of PSHE and Citizenship. There are 4 ROSE days each year and each one is linked to a specific PSHCE theme.

- ROSE day 1 = Emotional and physical health
- ROSE day 2 = Online and personal safety
- ROSE day 3 = Careers and future aspirations
- ROSE day 4 = Citizenship.

Content is carefully matched to DfE guidelines and external, specialist guest speakers/organisations are often involved in the delivery of content.

d) Tutor time activities and assemblies - years 7 - 11

The non-statutory elements of PSHCE (economic wellbeing and careers education) are delivered during tutor time. Pupils are provided with a booklet of activities and form tutors deliver one 15 minute session per week. Each session is very structured, engaging and designed to develop skills in independent working, pair/group work and class discussion.

All year 8 pupils are also involved in the 'Friends Programme' which aims to build resilience, confidence, and emotional wellbeing in young people. This is delivered during tutor time by Tytherington school staff who have completed training to become facilitators in the programme. The 'Friends Programme' is a preventive, evidence based approach to promoting emotional wellbeing in children and young people.

Assemblies are also used as a mechanism by which to deliver aspects of our PSHCE curriculum. Assemblies are delivered by school staff and external speakers/organisations. Assemblies are often used to raise awareness of significant calendared events throughout the year (e.g., online safety week) and to tackle issues that may be prevalent in the local, national and international community at any given time.

e) PSHCE through other curriculum areas

There are key links between PSHCE and other areas of our school curriculum. A curriculum audit has been carried out to obtain a clear idea of where the statutory PSHCE DfE outcomes are addressed in

other subjects and wider initiatives across the school. This awareness allows subject teachers to draw links between their subject and PSHCE, and avoids unnecessary duplication of the PSHCE curriculum.

Assessment

Tytherington School has the same high expectations of pupils' work in PSHCE as for other subjects across the curriculum. Lessons are planned with clear objectives, outcomes and suitable challenge. Every PSHCE lesson begins with an assessment of the knowledge that the pupils currently possess on a topic. This is then revisited at the end of each lesson (and at various other opportunities) to allow pupils to document new knowledge and thus demonstrate progress. Pupils are also asked to evaluate their progress in relation to differentiated learning outcomes (i.e., using a red, amber, green system) at the end of each lesson.

Learning is also be assessed at various points throughout each lesson through the use of teacher questioning and various 'Assessment for Learning' techniques.

Regular self and peer assessment opportunities are also incorporated throughout schemes of work and pupils are provided with time to reflect upon and improve their work.

Creating and Safe and Supportive Learning Environment

PSHCE education works within pupils' real life experiences and therefore it is crucial to establish a safe learning environment. This is largely facilitated through establishing clear 'ground rules' with the pupils, which are revisited at the beginning of each lesson/ROSE day/drop down session. Pupils are also regularly reminded about the importance of confidentiality and keeping the conversation in the room.

a) Dealing with difficult questions

It is important that our pupils feel comfortable to ask questions and that their questions are valued. However, it may not always be appropriate to

answer questions immediately and/or on a whole class basis; therefore the following techniques are used to deal with difficult questions:

- Teachers can ask the pupil to wait for an answer to allow them to gather appropriate information and to consult with colleagues to construct a response.
- The use of an anonymous question box where pupils who are not comfortable in asking questions in an open setting may ask questions to be responded to at a later date. The teacher can also filter questions as appropriate.
- The use of 'ground rules' to clarify boundaries for the nature of questions; including that pupils should not reveal personal information in class, but speak to someone they trust after the lesson (e.g., school nurse, teacher, parent, member of the safeguarding team).
- If a question is asked that raises a safeguarding/child protection concern then the school's safeguarding procedure will be followed.
- Teachers are not expected to answer personal questions.

b) Dealing with difficult topics

All topics in the PSHCE curriculum will be delivered in a developmental and age appropriate manner. The PSHCE teacher has received training and has much experience in the delivery of these topics. For areas such as drugs and alcohol education and relationships and sex education, published resources that are endorsed by the PSHE Association are used.

When a topic requires more specialist input, qualified professionals are invited into school to deliver presentations/workshops to our young people.

The PSHCE teacher will attend regular training from the PSHE Association to keep abreast of the new DfE curriculum changes and to assist in the delivery of difficult topics.

c) Confidentiality and handling disclosures

Pupils are made aware that teachers cannot offer complete confidentiality. In accordance with the school's safeguarding policy and procedure, if a young person indicates that they may be vulnerable and at risk then this information will be passed on to the

school's designated safeguarding lead (Pam Shatwell) or the deputy designated safeguarding lead (Darren Pepper) without delay. An accurate written record will be made of the concerns on the same working day (on CPOMS). Tytherington School's safeguarding policy and procedure will be followed thereafter.

Entitlement and Equality of Opportunity

In accordance with Tytherington School's Equality Policy, the PSHCE curriculum promotes the needs and interests of *all* pupils (irrespective of sex, race, religion or belief, sexual orientation, gender reassignment, disability, pregnancy or maternity).

Teaching takes into account the age, ability, readiness and cultural background of the young people at Tytherington School to ensure that all can fully access the curriculum content and that it is relevant to their lives.

The PSHCE curriculum is used as a mechanism to develop pupils' understanding of diversity issues and to actively promote equality for all.

PSHCE and Pupils with SEND

All pupils in our school have access to the PSHCE curriculum. To ensure that we meet the needs of our young people with SEND, the following strategies are used:

- Quality First teaching.
- Task differentiation according to need.
- Content/delivery adapted according to need.
- Appropriate and effective use of Teaching Assistants.
- Ensuring that all young people have access to the resources they need to allow them to access the curriculum (e.g., laptops, pastel paper etc).
- Differentiated learning outcomes and questioning.
- Differentiated seating plan to facilitate scaffolding.
- Pupil voice questionnaires.
- Communication with parents/carers.

LGBTQ+

In teaching PSHCE we aim to ensure that the needs of our LGBTQ+ pupils are appropriately met, and that all of our pupils understand the importance of equality and respect. We teach all of our pupils about LGBTQ+ in timely and age appropriate manner. Our teaching around LGBTQ+ is fully integrated across the PSHCE curriculum and the acceptance and celebration of difference is actively encouraged across our school.

Involving parents and carers

PSHCE is most effective when there is communication and collaboration between school and parents and carers. Prior to the start of the academic year, we write to all of our year 7 and 8 parents/carers to ensure that they are aware of the topics that their child will be covering in PSHCE lessons. Information about the content of ROSE days for years 9, 10 and 11 is made available to parents/carers on the school website. Having this knowledge helps to prepare our parents and carers for conversations and questions that might be raised by their child at home.

The content of the PSHCE curriculum is also discussed with parents/carers on the Parent's Information Evenings that take place at the beginning of each academic year. Parents and carers attend a short presentation and then are invited to direct any queries and/or questions to Jemma Brereton (teacher of PSHCE), Elizabeth Healey (SLT link with oversight of PSHCE) or Emmanuel Botwe (Headteacher).

In the summer of 2020 parents and carers will be invited to express their views on the PSHCE curriculum (via a questionnaire) and this will be taken into consideration when planning for the new academic year.

Parents and carers have the right to request that their child be withdrawn from the aspect of 'Relationships and Sex Education' that does not form part of the national curriculum in Science. Guidance on this duty is detailed in the school's Relationships and Sex Education policy.

Evaluating the PSHCE curriculum

Due to the nature of the changing society within which we live it is important to regularly evaluate the content, delivery and assessment of our PSHCE curriculum. This is carried using the following strategies:

- Pupil voice questionnaires.
- Parent/carer questionnaires.
- Feedback from staff in relation to the curriculum audit.
- Feedback from teaching staff to SLT.
- Lesson observations and work scrutiny.
- Updates from the DfE and relevant subject associations.
- Consultation with the primary partnership schools.

This information will be used to ensure that our PSHCE is continually updated to meet the needs of our young people and our community.

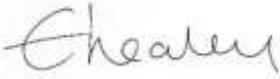
Links to other school policies

This PSHCE policy compliments the following whole school policies:

- Antibullying policy and procedure
- Equality and transgender policy
- Safeguarding policy and procedure
- Special needs policy
- Relationships and sex education policy
- Conduct and Safety policy procedure

Review

This policy will be considered annually and reviewed formally every 3 years to ensure that it meets the needs of our young people, staff and patents, and that it is in line with the current DfE guidance and advice. The policy will be reviewed by the Head teacher, school governors and other members of the senior leadership team.

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| Person responsible for the policy: | Liz Healey |
| Date approved: | November 2019 |
| Signed: |  |
| Date for review: | September 2020 |

Appendix 1 – Overview of our PSHCE Curriculum Model (2019-20)

Years 7 and 8 (timetabled lessons)

| <u>Year group</u> | <u>Autumn term (timetabled lessons)</u> | <u>Spring term (timetabled lessons)</u> | <u>Summer term (timetabled lessons)</u> | <u>Tutor time session (1 per week)</u> | <u>Drop-down sessions</u> |
|-------------------|--|---|--|---|--|
| 7 | <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Theme = Healthy body, healthy mind.</p> | <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Theme = Relationships and Safety</p> | <p style="text-align: center;">Citizenship</p> <p style="text-align: center;">Theme = British Citizenship (including British values)</p> | <p style="text-align: center;">PSHE and Citizenship</p> <p style="text-align: center;">Theme = Living in the wider world and taking action.</p> | <ul style="list-style-type: none"> • Basic first aid • Internet safety • Menstrual wellbeing (girls) • Self esteem_and our minds matter. |
| 8 | <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Theme = Mental wellbeing and safety</p> | <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Theme = Drugs, alcohol and tobacco</p> | <p style="text-align: center;">Citizenship</p> <p style="text-align: center;">Theme = Equality and political systems.</p> | <p style="text-align: center;">PSHE and Citizenship</p> <p style="text-align: center;">Theme = Living in the wider world and taking action.</p> <p style="text-align: center;">Plus 'Friends Resilience' programme.</p> | <ul style="list-style-type: none"> • Promoting human rights and Tacking prejudice, stereotyping and discrimination. • Tackling barriers around mental health. • Immunisation and vaccine. • Bullying |

Continued over

Years 9, 10 and 11 (ROSE days)

| <u>Year group</u> | ROSE day 1 | ROSE day 2 | ROSE day 3 | ROSE day 4 | Tutor time session (1 per week) | Drop-down sessions |
|-------------------|--|--|--|---------------------------------------|---|--|
| 9 | <p>PSHE</p> <p>Theme = Emotional and physical health</p> | <p>PSHE</p> <p>Theme = Relationships and sex education</p> | <p>PSHE</p> <p>Theme = Careers and aspirations</p> | <p>Citizenship and British Values</p> | <p>PSHE and Citizenship</p> <p>Theme 1 = emotional health</p> <p>Theme 2 = relationships.</p> <p>Theme 3 = Living in the wider world and taking action.</p> | <ul style="list-style-type: none"> • Bacteria, viruses and antibiotics • Online safety • Careers locker training. • Options events. |
| 10 | <p>PSHE</p> <p>Theme = Emotional and physical health</p> | <p>PSHE</p> <p>Theme = Relationships and sex education</p> | <p>PSHE</p> <p>Theme = Careers and aspirations</p> | <p>Citizenship and British Values</p> | <p>PSHE and Citizenship</p> <p>Theme 1 = emotional health</p> <p>Theme 2 = relationships.</p> <p>Theme 3 = Living in the wider world and taking action.</p> | <ul style="list-style-type: none"> • Self-examination and screening • Extremism, radicalisation and Prevent. • Work experience. • Revision skills. |
| 11 | <p>PSHE</p> <p>Theme = Emotional and physical health</p> | <p>PSHE</p> <p>Theme = Relationships and sex education</p> | <p>PSHE</p> <p>Theme = Careers and aspirations</p> | <p>N/A</p> | <p>PSHE and Citizenship</p> <p>Theme 1 = managing stress</p> <p>Theme 2 = Revision skills</p> | <ul style="list-style-type: none"> • Blood, cell and organ donation. • Extremism, radicalisation and Prevent. • Aspirations. • Promoting wellbeing during exam period. |

