



BURY
GRAMMAR SCHOOLS

PSHEE Policy

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This policy is for Bury Grammar Schools

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Personal, Social, Health, Economic Education

This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under section 94 of the Education and Skills Act 2008 and has particular regard for the interpretation of these as set out in paragraphs 50 and 55 of the Commentary on the Regulatory Standards September 2019

a. PSHEE

1) What is PSHEE?

Personal, Social, Health and Economic Education (PSHEE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to make informed choices, thereby living healthy, safe, fulfilled and responsible lives. PSHEE encourages young people to be enterprising and supports them in making positive education and career decisions and in managing their finances effectively. PSHEE also enables children and young people to reflect upon and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

2) Aims and Objectives of the PSHEE Programme

This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under section 94 of the Education and Skills Act 2008 and has particular regard for the interpretation of these as set out in paragraphs 50 to 55 of the Commentary on the Regulatory Standards September 2019.

This policy is a working document which provides guidance and information on aspects of PSHEE within BGS for staff, parents / carers and governors. Other related policies and documents include: Relationships and Sex Education Policy, Anti-Bullying Policy, E-safety Policy, Behaviour Policy, Equal Opportunities Policy and Safeguarding Policy.

It has been produced with reference to the DfE Guidance on PSHE (2013), QCA Guidelines and the PSHE Association. It has been written by the Head of PSHEE with consultation by the Senior Leadership Team.

This policy is available to parents / carers upon request.

The PSHEE programme demonstrates, encourages and reflects the school's aims in students:

- Scholarship
- Character
- Enrichment
- Partnership

The overarching aims for PSHEE are:

To provide students with:

- Accurate and relevant knowledge appropriate to their age and understanding
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

To enable them to:

- Become confident, responsible and have respect with regard to themselves and others.
- Develop self-confidence, self-respect, resilience and self-esteem, and make informed choices regarding personal and social issues
- Know and understand what constitutes a healthy lifestyle
- Know and understand what constitutes risk
- Be independent and responsible members of the school and wider community and active members of a democratic society
- Understand what makes for good relationships with others
- Have economic understanding and awareness

To reflect the school's ethos, values and safeguarding principles:

- Promote respect and a culture of tolerance and diversity
- Promote moral, ethical and spiritual values and encourage cultural awareness
- Maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility in the local community and as citizens in the wider world
- Develop their intellectual curiosity, passions and rigour as a foundation for a lifelong love of learning.
- Learn to think independently, creatively and critically to develop their resilience and enjoyment of challenge.

The school is committed to the provision of these opportunities to all pupils. The programme aims to embrace the diversity of children's cultures, faiths and family backgrounds. All pupils will study sex education as part of the statutory science curriculum. Parents have the right to withdraw their child from any part of RSE that is not part of the statutory curriculum. Any requests for individual pupils to abstain from participating in the delivery of specific RSE lessons during the PSHEE programme should be made in writing to the Head of PSHEE.

3) Organisation of the curriculum programme

The Head of PSHEE is responsible for the organisation of PSHEE in Key Stages 1-4. The Head of Sixth Form is responsible for the programme of study and provision of PSHEE for all members of the Sixth Form. For the pupils in EYFS the school will implement the guidelines for Personal Social and Emotional Development as set out in the EYFS Curriculum Guidance.

PSHEE is delivered through timetabled lessons, drop down days and through the pastoral scheme of work in form time. In Key Stages 1 and 2, pupils have weekly timetabled PSHEE lessons and daily form time or assemblies. In Key Stage 3 pupils have a weekly or fortnightly timetabled PSHEE lesson. In Years 9 all pupils have a fortnightly timetabled lesson of PSHEE / Study Skills. In Year 10 pupils who have not opted for HPQ will have a fortnightly PSHEE lesson and all Year 10 pupils will access the PSHEE curriculum through drop down days and form time. Pupils in Year 11 have a fortnightly PSHEE lesson in the Spring term and drop-down days. The PSHEE programme is enriched by visiting speakers, drop down days, whole school initiatives, assemblies and curriculum content.

Areas of PSHEE (such as Relationships and Sex Education (RSE), drugs education and certain citizenship topics) are also delivered in other subject areas, such as in Science, Religious Studies, English, Classical Civilisation, Modern Foreign Languages and History.

4) Content of the PSHEE Curriculum (Full Scheme of Work listed separately and available electronically)

The Programme of Study for all Key Stages is based on the three 'core themes' from the PSHE Association Programme of Study (2017):

- Health and Wellbeing
- Relationships
- Living in the Wider World

Topics from each theme are taught as part of a spiral curriculum in all Key Stages.

Relationships and Sex Education is taught in Key Stages 1-4 at an age-appropriate level. BGS has registered with the DfE as an early adopter of the 2020 statutory guidance. The curriculum is being developed in line with guidance offered by the DfE and PSHE Association. Full details of the curriculum are listed in the Relationships and Sex Education.

5) Teaching Methods, Approaches and Resources

PSHEE, by its very nature, deals with issues, which are both personal and sensitive. It is therefore essential that a safe and positive learning environment is established and maintained so that pupils feel able to participate fully.

To help create a safe and positive learning environment, a set of ground rules or class agreement must be set by the pupils and their teacher and can be revisited and amended at any time. It is important that both the teacher and the pupils feel ownership of this agreement if they are to learn effectively.

Teachers of PSHEE must avoid promoting their personal attitudes and beliefs to pupils but should provide comprehensive, unbiased and correct information. Lessons should enable students to develop and consider their own attitudes and values and those of other people.

Lessons use active learning techniques and methodologies which give students responsibility for their own learning and maximise participation of all pupils. Resources used by PSHEE teachers include; Boardworks, PowerPoint presentations, worksheets, DVDs. Teaching methodology includes whole or part class debates, group work, case studies, role play and media analysis. The Head of PSHEE is responsible for producing a scheme of work with suggested resources and activities and class teachers are responsible for individual lesson plans and resourcing the lessons. The libraries have a dedicated section to PSHEE, accessible by staff and students. A range of additional resources are also available from the school's Health Support Workers.

6) Promoting British Values

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated (2014). At BGS these values are reinforced regularly, and these values underpin the content of PSHEE lessons. British Values are also reinforced through form time and assemblies.

7) Assessment

There is no statutory requirement for end of key stage assessment in PSHEE. However, teachers will help pupils identify their progress made.

Self, peer and teacher-assessment is planned into PSHEE lessons and activities enable students to be independent learners. Pupils may also self-evaluate at the end of each lesson or unit and may complete an end of unit appraisal.

In Key Stages 1 and 2 pupils are encouraged to reflect on their learning and children will be informally assessed through children are assessed by the use of differentiated questioning, role play situations, observations etc. Evidence of learning will be recorded in the pastoral book in each class.

The Head of PSHEE will observe teaching annually within the department and offer guidance and training to staff on the delivery of PSHEE. Staff will receive an annual INSET training on the curriculum that they will deliver. Staff feedback will help inform delivery and policy through an annual review.

8) SEND

PSHEE is accessible to all pupils and lessons avoid large amounts of written work and worksheets, instead concentrating on discussion and the development of skills and attitudes. All students and their contributions are valued. Teachers should ensure that work is differentiated to support the needs of particular pupils. Advice about providing differentiated work can be sought from the Head of PSHEE or the SENCO.

9) Equality

Bury Grammar School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are valued. Following the protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual Orientation

In PSHEE we believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. The teaching of PSHEE supports the School's ethos of eliminating unlawful discrimination on grounds of any of the protected characteristics and promoting equality of opportunity for all members of the School community.

It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognize, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our children.

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHEE across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote the whole school ethos and core values.

10) Confidentiality

Staff cannot offer unconditional confidentiality. If a member of staff believes that a pupil is at risk or in danger, a referral will be made to the Designated Safeguarding Lead who will take action as laid down in the Child Protection and Safeguarding Policy. Pupils are made aware of this.

11) Dealing with Sensitive Issues

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use.

Clear ground rules will be established in PSHEE lessons. Pupils must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate – e.g. questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from the Head of PSHEE.

12) Links to Pastoral Support and Community Services

In PSHEE lessons pupils are made aware of pastoral services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons pupils are encouraged to be independent learners and may contact and research community and support groups. This enables them to be aware of community

services and provides pupils with the skills to access them. The Health Support Workers may also be involved in delivering RSE and providing students with up to date information and advice.

13) Dissemination, Monitoring and Evaluation

The Director of Academic Provision is responsible for reviewing PSHEE. He / She will also monitor the implementation of this policy, and the policy and resulting practice will next be reviewed in September 2019.

Indicators of success of this policy are:

- Feedback from pupils about the effectiveness and usefulness of their PSHEE lessons and PSHEE days using evaluation forms
- Motivation of pupils
- Feedback and evaluation from staff delivering PSHEE.