



WALLINGTON HIGH SCHOOL FOR GIRLS

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE) POLICY

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REVIEW

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2022

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PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE) POLICY

1. PRINCIPLES

PSHCE is integral to the development of students and contributes greatly to their overall ability to learn and succeed in life beyond school. It ensures that students are able to become confident individuals who are able to live safe, healthy and fulfilling lives, and responsible citizens who are able to make a positive contribution to their community and society as a whole. It enables students to embrace change and feel positive about who they are, managing risk and taking increasing responsibility for themselves and their actions and choices.

PSHCE should contribute to promoting the spiritual, moral, cultural, emotional and physical development of students and prepare them for the opportunities, responsibilities and experiences of adult life. In line with our school values and ethos, we wish to promote the values of resilience, fellowship, compassion, integrity, courage, curiosity, self-belief, respect and conscientiousness through the PSHCE curriculum. This also includes developing students who are articulate, critical, analytical, reflective and creative in order to enable them to effectively deal with the complex and challenging values and beliefs that they may encounter outside of school.

PSHCE also ensures that students are aware of British values as laid out in government guidelines. In PSHCE, students will learn about democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. They will also begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively, as well as becoming aware of changing career opportunities and developing the knowledge and skills to make informed decisions about which learning programmes to take and how to be enterprising.

Finally, PSHCE enables us to deliver all statutory elements of the curriculum as directed by the government, for example SRE (Sex and Relationships Education), PREVENT, CSE (Child Sexual Exploitation), FGM (Female Genital Mutilation) [and Health Education](#).-etc.

2. PROVISION

The teaching of PSHCE follows the Teaching and Learning Policy [and Homework Policy](#) of the school. PSHCE is delivered in the following way:

- discrete curriculum time delivered in all years for 30 minutes per week where form tutors will follow the Scheme of Work relevant to their year group as instructed by the PSHCE Co-ordinator
- teaching PSHCE through and in other subjects/curriculum areas
- through dedicated PSHCE off-timetable sessions [\(2 per year group in Years 7-10\)](#)
- through 'PSHCE Day', which happens once a year
- through involvement in the life of the school and wider community

- through tutor time programme
- use of external speakers

~~The PSHCE department follows the Feedback and Marking Policy of the school.~~ We aim to improve learning by providing effective feedback to students, actively involving students in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning and students being able to assess themselves and understand how to improve. Assessment of PSHCE is therefore:

~~based upon school pathways created by the PSHCE Co-ordinator, based upon the National Curriculum, the rationale above, and our expectations of our students.~~

a constant theme of every lesson. Students are being constantly assessed through their written work, group work, and discussion ~~and homework.~~ ~~Everything they do counts towards their pathway.~~

3. RESPONSIBILITIES

The PSHCE Co-ordinator is responsible for:

- providing Schemes of Work and lesson resources for teachers to follow in accordance with current legislation and government guidelines, reviewing these regularly, and amending where necessary
- keeping up to date with such legislation and guidelines, and updating the Schemes of Work as appropriate
- organise and ensure the smooth running of off-timetable sessions and PSHCE Day
- identifying opportunities for PSHCE learning beyond the classroom
- working with SLT to develop a PSHCE policy, development plan, system for assessing, recording and reporting and a system for monitoring and evaluation
- liaising/communicating with SLT, subject departments/faculties, heads of year and external agencies/initiatives, for example local council, police etc.
- providing training and support for any staff expected to teach sensitive or important issues

Heads of Year are responsible for:

- providing the PSHCE Co-ordinator with any information pertinent to the delivery of PSHCE e.g. students who should be removed from particular lessons or topics that should be covered
- monitoring the delivery of PSHCE through learning walks of their own year groups and reporting back to the PSHCE Co-ordinator

- ensuring that there is an item on their tutor team meeting agenda each time regarding PSHCE. This could simply be for feedback from what has been delivered so far, or it could be used as a training opportunity for what will be delivered in the future.
- ~~being the first choice of cover if one of their tutor team is absent for any reason.~~

Form tutors are responsible for:

- delivering PSHCE as and when required by the school. If necessary, suitable training will be provided for this.
- delivering 30 minutes of PSHCE per week to their form group (if they are a form tutor).
- preparing for these lessons in advance (24 hours at least) by reading through the material, in order to give themselves time to direct any questions to the PSHCE Coordinator.
- Any member of staff that is directed to help deliver a PSHCE session or day should do so in a proactive manner, following the direction of the PSHCE Co-ordinator.

4. CONTEXT

Schemes of Work will be compiled with due regard for current statutory guidance and legislation from the government. They will also take into consideration the needs of this school community and its students, updating as necessary due to the changing world in which we live. The PSHCE Co-ordinator may undertake staff, student and parent voice activities, which will also be used to update Schemes of Work as and when necessary

PSHCE Schemes of Work will also include clear references to British values.

5. ANSWERING DIFFICULT QUESTIONS

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHCE Co-ordinator if support is required.

6. TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social

or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

7. SafeguardingCONFIDENTIALITY

~~School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.~~

~~Staff teaching PSHCE must be aware that as sensitive content is being delivered there may be occurrences of child safeguarding issues raised. If a member of staff suspects a safeguarding issue, they must follow procedures as set out in the GLT Child Protection and Safeguarding Policy and the latest Keeping Children Safe in Education document. It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon: the seriousness of the situation and the degree of harm that the student may be experiencing the student's age, maturity and competence to make their own decisions~~

~~Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.~~

~~An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.~~

~~Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.~~

8. REFERENCES

This policy has been informed by:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, DfE 2019. Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)
- [The National curriculum in England, DfE 2014. Secondary national curriculum \(publishing.service.gov.uk\)](#)

- Citizenship programmes of study: key stages 3 and 4. DfE, 2014. National Curriculum - Citizenship key stages 3 and 4 (publishing.service.gov.uk)
- ~~The National Curriculum Programme of Study for Personal, Social, Health and Economic Education, QCA 2007 <http://curriculum.qca.org.uk/>~~
- ~~The Big Picture Of The Curriculum, QCA 2008~~
- ~~PSHCE at Key Stages 1-4: guidance on assessment, recording and reporting. QCA 2005. www.qca.org.uk/PSHCE~~
- ~~Ofsted Guidance to Inspectors, July 2008~~
- School Inspection Handbook, Ofsted 2022. School inspection handbook - GOV.UK (www.gov.uk)
- ~~Citizenship; a scheme of work for Key Stages 3 and 4, QCA 2002~~
- ~~Introduction to the National Healthy Schools Programme - NHSP, 2007 www.healthyschools.gov.uk~~
- ~~Secondary National Strategy for school improvement: Social and Emotional Aspects of Learning for secondary schools - SEAL, DfES 2007 www.teachernet.gov.uk/SEAL~~
- ~~The Importance of teaching - The Schools White paper 2010~~
- ~~PSHCE: A Mapping Study of the prevalent models of delivery and their effectiveness - Jan 2011~~
- ~~PSHCE, Range and Content, DoE April 2012 www.education.gov.uk~~
- Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained schools, 2014
- Keeping children safe in education 2021, DfE September 2021. Keeping children safe in education 2021 (publishing.service.gov.uk)
- GLT Child Protection and Safeguarding Policy, GLT September 2021
- Political Impartiality in Schools. DfE, February 2022. Political impartiality in schools - GOV.UK (www.gov.uk)