HERSCHEL GRAMMAR SCHOOL

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

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*subject to any relevant changes in legislation or other appropriate guidelines

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1. Aims

The aims of personal, social, health, citizenship and economic (PSHCE) education in our school is to create a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Herschel has a warm and vibrant atmosphere built on an ethos of mutual trust, high academic standards and a commitment to nurturing and developing every individual pupil. We provide the very best opportunities to ensure every child achieves their potential.

Through lessons and wide-ranging activities across and beyond the curriculum, as well as visits from outside speakers and agencies, pupils gain understanding, knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues in life. Our PSHCE programme helps pupils by promoting fundamental British values and by passing on those enduring, universal values which help to nurture pupils' integrity and autonomy so that they become responsible and caring citizens capable of contributing to the development of the diverse communities in which they will live. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and to take responsibility for independent learning. It helps to inform future choices in learning and work and develop financial capability and economic well-being.

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2. Statutory requirements

PSHCE 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

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Our Relationships and Sex Education policy sets out what we teach, and how we decide on what to teach, in this subject. This can be found on the school website under Policies.

For other aspects of PSHCE, including health education, see the attached curriculum map for more details about what we teach in each year.

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 2
Year 7	**Introduction to Herschel** Transitioning to secondary school, developing resilience and responsibility	**Happy Confident Me** Emotional intelligence and life skills such as self-belief, resilience and compassion	**Health and Drugs Education** Diet, exercise, lifestyle balance and healthy choices influences on health (hygiene, drugs, sleep)	**Diversity** Reflect and learn about identity, cultural customs traditions and languages and the impact of microaggressions	**Relationships** Healthy relationships, conflict resolution, relationship changes, consent, and puberty
Year 8	**Finances** Difference between needs and wants, the role of money, bank accounts and taxes, consumer awareness	**Relationships** Families, healthy relationships, peer pressure, online safety and stereotypes	**Citizenship-Govt and Politics** Democracy, government and the rights and responsibilities of citizens	**Biodiversity** Contribute to scientific research around the importance of high biodiversity for survival of all beings	**Careers** Transferrable skills, personal career choices, and equality in the workplace
Year 9	**Relationship and Sex Education** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges, FGM and abuse	**Finances** The impact of financial decisions, budgeting, roles of banks and debt	**Careers** Learning strengths, career options and goal setting as part of the GCSE options process	**Drugs Education** Understanding of drugs, the law and managing risks.	**First Aid** Injuries signs and symptoms, defibrillator practice, dressings, recovering position and CPR

Year 10	**Media and Digital Literacy** Managing an online presence, assessing the reliability of media sources and critically analysing different sources of information	**Careers/Work Related Learning** Preparation for and evaluation of work-related learning and readiness for work, equality in the workplace, labour markets and changes in the world of work	**Study Skills** Help students improve the way they process information, consider various study techniques and improving academic performance	**Religious Studies** Comparing the views of world religions on war and peace	**Health** Responsible health choices, stem cells, blood and organ donation, surrogacy and vaccinations
Year 11	**Study Skills** Help students improve the way they process information, consider various study techniques and improving academic performance	**Sustainability** Sustainable development goals around responsible production and consumption	**Relationships** Maintaining healthy relationships, respecting diversity, and strategies to challenge discrimination, pornography and forced marriage	**Influences** Current influences students will face in the world: drugs, belonging and extremism and knife crime	***Study Leave***
Year 12	**Coping with Sixth Form** Independent learning, Self-efficacy, future opportunities and expectations at Herschel Grammar School	**Preparation for Driving** Rules for learner drivers, hazard perceptions, cost of motoring (insurance, tax, etc.), driving theory test	**Philosophy and Ethics** Key principles of utilitarianism, the theory of existentialism, philosophical ideas of John Rawls, the theory of Marxism and how to apply and communicate ethical arguments coherently	**Diversity** Importance of diverse and inclusive world, the Equality Act, cultural appropriation and microaggressions, different perspectives and life experiences	**Next Steps** Introduction to UCAS, personal statements and pathways into Medicine
Year 13	**Next Steps 2** Managing deadlines, personal statements, interview practice and references	**Health and Relationships** Healthy lifestyles related to relationships (external RSE speakers), drug addiction and exercise	**Finances** Managing money, influences on financial choices, savings accounts, loans, mortgages and expenses from living on your own	**Exam Preparation**	***Study Leave***

3.2 How we teach it

PSHCE is allocated a weekly discrete curriculum slot in five of the six half terms. It is delivered by specialist teams on a modular basis and partly by form tutors and outside agencies. The programme is fully evaluated and reviewed annually and is sufficiently flexible to respond to changing needs. PSHCE provision is enhanced by further Personal Development, such as through assemblies, tutor time, enrichment and extra-curricular opportunities (e.g. themed events, the Duke of Edinburgh award scheme, activity days, work experience, extracurricular activities and careers provision). A range of external agencies are used to enhance curriculum delivery. Personal Development, including PSHCE, is mapped across KS3,4 & 5 to ensure consistency, coverage and correct sequencing. There are also opportunities to respond to reactive matters that are deemed necessary. Many curriculum areas also support the objectives of the PSHCE framework. Pupils have PSHCE folders and a portfolio of work is developed throughout KS3 and KS4. In addition, pupils are responsible for self-evaluation and recording their own learning after a number of PSHCE modules on UniFrog. Pupils are given the responsibility to complete a self-evaluation of their progress in PSHCE recognising areas where progress has been made and identifying areas for further development. This is completed each academic year in Years 7-11 and shared with parents/carers.

Specialist modules are delivered by trained staff with a particular interest, aptitude or experience in relation to the module being taught. Each module has a team leader who coordinates the delivery of that particular module. We aim to encourage a range of teaching and learning strategies to promote active learning. Time is allocated within the school's meeting cycle to enhance ongoing planning and review. Training and development time is also allocated in inset to review and improve PSHCE and Personal Development provision within the school.

The form tutor time is organised and managed by the Heads of Learning drawing on any help and expertise of other staff and outside agencies. The PSHCE coordinator has an overview of the programme of study to ensure coherence, continuity, progression and coverage of the statutory programmes of study for PSHCE including Relationship and Sex Education. Controversial topics are covered with sensitivity and respect for all viewpoints. Pupils are encouraged to ask questions and teachers have clear guidance on how to handle pupils' questions accurately whilst also being sensitive to the range of knowledge, beliefs and attitudes in the class. All pupils, irrespective of ability, are of equal worth and are valued for the contribution that they can make. We encourage all pupils to develop their abilities to the fullest extent and recognise the achievements of others. PSHCE lessons are adapted to the needs of pupils, through providing Quality First teaching.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHCE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHCE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHCE is monitored by Sarah Ruddy, the PSHCE Coordinator and overseen by Graham Parsons, SLT lead on Personal Development through: learning walks, student self-assessments, module planning scrutiny, pupil, staff & parent surveys and on–going meetings with module leaders. This consultation and associated feedback inform future development.

This policy will be reviewed by Graham Parsons – SLT Lead for Personal Development. This will happen at least every 3 years. At every review, the policy will be approved by the board of Governors for Herschel Grammar School.

6. Links with other policies

This policy, along with the delivery of PSHCE, is written to be in line with other relevant school and government statements and policies of Relationship and Sex Education, Anti-Bullying, Promoting British Values at Herschel Grammar School, Diversity and Equality, Drugs, Careers and Work-Related Learning, Attendance, Behaviour, Keeping Children Safe in Education 2018 and Equality Act 2010.