St Ives School

PSHE Policy

Trust Name: TPAT

Dissemination: Website and staff share

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Date policy becomes effective: Immediately

Review date: September 2028

Person responsible for Implementation and Monitoring: Assistant Headteacher

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A. St Ives PSHE Curriculum

1. Introduction

PSHE (Personal, Social, Health and Economic Education) is a planned programme of study through which young people develop the knowledge; skills and understanding that they need to manage their lives now and in their futures. PSHE is part of the whole school approach which helps develop students into well rounded individuals, family members and members of the wider world.

The learning outcomes of our PSHE programme are that pupils will; know and understand the laws that govern the country and the key moral concepts that underpin Great Britain in the 21st Century; be able to keep themselves safe and identify situations and scenarios where people may be at risk; students will also be able to confidently discuss where they can get help if and when needed; student will develop the skills of communication, debate, empathy and resilience; understand they have a right to freedom of speech within the rule of law, stay and be kept safe by the law and receive help and guidance in a variety of forms throughout their lives; understand they have a responsibility to live within the Rule of Law and uphold British Values which promote the basis of a safe and democratic society now and in their future lives.

DfE Requirements

'All schools should make provision for Personal, Social, Health and Economic Education (PSHE), drawing on good practice' (DFE 2019)

This policy covers our school's approach to Personal, Social, Health and Economic Education. It was produced by the school through consultation with the DfE statutory guidance February 2019, alongside guidance from the PSHE Association suggested programme of study.

Students have been involved in the creation of this policy through the use of student voice questionnaires which have been conducted within their PSHE lessons.

Parents and carers will be informed about the policy through the appropriate school website. Parents/carers who require this policy in hard copy should contact the school.

2. **Whole School Approach**

PSHE provision across the 3 schools is provided in a number of ways:

Provision	Intent
PSHE Programme in tutor time and assemblies	This aims to promote positive relationships and develop aspects of Careers Education Information and Guidance (CEIAG) and British Values. Tutor time and assemblies are also used to celebrate events throughout the year as well as Cultural Capital.
Other Subjects	Within many other subjects and departments aspects of PSHE are delivered e.g. radicalisation, extremism, and stereotyping in Drama.
Extra-Curricular activities/Enrichment	Through a range of clubs, Be Inspired and wider opportunities students are encouraged to develop personally and socially.
Wider Community	Links have been made with the direct and the wider community to enable students to learn through the wider world beyond a school setting. E.g. house competitions, trips and visits to museums and galleries as well other countries. CEIAG also provides well-developed links with employers and local businesses.
Pastoral	Intervention, drop in sessions and projects such as Young Minds, Police school liaison.

3. Key Process

Identification of needs

- Consultation with students and staff (Observations, learning walks and student voice)
- Staff subject knowledge reviews of personal strengths and weaknesses
- Advice from drugs education advisors, local social issues and reports that include local health data for the area
- Opportunities from local agencies e.g. YZUP, Healthy Cornwall
- School nurse visits
- Pastoral meetings
- Student Voice and surveys

4. Responsibility

The programme will be led by a strategic lead for PSHE.

PSHE will be supported by a range of outside agencies such as YZUP and Cornwall Health Promotion Service. Teachers responsible for teaching PSHE will receive training through the PSHE Association, Police, Teaching Schools Southwest and Brook E Learning.

There are some occasions when the delivery of PSHE can be supported and will benefit from the use of external speakers. When using external speakers, the schools will ensure that they are recommended by the appropriate agency or authorities and that providers have received relevant safeguarding training.

5. Evaluation of Provision

Regular monitoring includes evaluation of:

- School ethos, atmosphere and behaviour around school
- Feedback from tutors and teachers
- Feedback from LSAs and non-teaching staff
- Parental, student and staff surveys
- School and subject curriculum and development plans
- Lesson visits and work sampling
- Learning walks

Feedback from the Pastoral, Safeguarding and Student Support teams and the wider community will also contribute to and inform planning and teaching enabling the school to respond to individual student needs.

6. Assessment

Assessment in PSHE takes place in a variety of ways:

- Student self-assessment
- Student peer assessment
- Monitoring and assessment of student progress and learning by teachers
- In built assessment through planning and teaching e.g. questioning and quizzes

7. PSHE and Safeguarding

We will ensure that where student responses indicate that they may be vulnerable or at risk, they will get appropriate support through the safeguarding team who have the skills to provide support to students in these circumstances.
This policy is informed by the school's safeguarding/child protection policy which states that:
'In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children'

'All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

☐ *Creating and maintaining a safe learning environment for children and young people*

☐ *Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate'*.

We promote the needs and interests of all students, irrespective of gender, sexuality, culture, ability or personal circumstance by studying a variety of topics in line with the DfE statutory guidance on PSHE education.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as an additional language to ensure that all can fully access PSHE education provision.
We promote diversity and inclusion and will consider all students' needs by applying the school accessibility policy and promotion of British Values throughout the school and the curriculum. We expect our students to consider others' needs by upholding the British Value of Tolerance and Mutual Respect.

8. Curriculum

During Years 7-11, students follow a spiralled curriculum following the 3 key foundations of PSHE education:

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

We ensure the curriculum is broad and balanced by keeping up to date with the relevant laws and examples of modern day case studies as well as responding to the needs of students at each school, which may change year on year. The PSHE curriculum is based on the PSHE guidance from the DFE as well as the specific guidance published by the PSHE Association.
Our full PSHE programme of study is outlined in Appendix A.

9. Staff Development

Maintaining a culture of PSHE is a priority for the schools. We create safe and supportive learning environments by supporting teachers to deliver high quality lessons, where students are encouraged to discuss and share ideas. Staff are trained to answer difficult questions and to deal with subjects in a sensitive manner, which responds to the needs of individual students. All teachers will be supported with appropriate CPD relating to the subject matter.

10. Student Development

Student voice is an integral part of our planning which helps lead the development of students. Students have a lead role in identifying the needs of students and suggesting ways to meet these needs. Student voice surveys are also conducted in

PSHE: these allow students to express ideas and opinions about topics which they would like to study.

11. Inclusion and Differentiation

We recognise the right for all students to have access to PSHE education and learning which meets their needs. We will ensure that students with SEND receive access to PSHE through a carefully tailored learning experience which may be delivered by a trusted adult on an individual or small group basis. Where available, members of the SEND team participate in specific CPD around this subject area.

12. Linked Policies

This policy supports/complements the following policies:

- Safeguarding
- RSE (Relationships and Sex Education)
- British Values
- Careers Education Information and Guidance
- Anti-bullying policy
- E-safety policy
- Teaching and Learning
- Behaviour
- Equality policy

PSHE also contributes to our schools ethos of upholding British Values and providing education for students so they understand and model these values in their school lives and within the wider community in which they live.

13. Parents/ Carers

We are committed to working with parents and carers and will offer support as appropriate by providing parent training and information events to compliment the learning and development of their child.

We will communicate with parents and carers by email to notify parents of the work of external agencies with our students and any other events which children may be involved in.

Parents have the right to withdraw students from some elements of the Relationships and Sexual Education elements of PSHE. Please refer to the RSE policy for further

guidance on this. We expect that only in rare and exceptional circumstances will parents withdraw their child from our RSE programme.

Parents can access the PSHE programme of study for each term and for each year group via the school website.

Appendix A: St Ives School PSHE Curriculum Overview

Global Values Topic Sequence Overview
Year 7
RSE - What does a good relationship look like?
Health and Wellbeing - How do I maintain a healthy lifestyle?
Living in the Wider World - CEIAG, Equality, Responsibility (social media)
Year 8
RSE- What are the dangers of unhealthy relationships (physically and emotionally)?
Health and Wellbeing - How do I maintain positive physical health?
Year 9
Living in the Wider World - How do we treat others?
RSE - What are the dangers of negative relationships?
Living in the Wider World - CEIAG
Health and Wellbeing - Is it safe?
Year 10
Living in the Wider World - How do we achieve social cohesion?
Health and Wellbeing - How do we keep ourselves and others safe?
RSE - Do I have healthy relationships?
CEIAG - Various
Citizenship
Year 11
LWW - CEIAG
RSE - Various
CEIAG - Various
Student Voice Curriculum