

Date of Policy: September 2023

Review Date*: September 2024

Coordinator(s): Mrs A Turner

* Policy Review: Annually or otherwise dictated by the FGB (Full Governing Body) or by changes in legislation

Policy Content

1. Policy aims and objectives
2. Policy accessibility
3. Aims & objectives
4. The learning environment
5. Entitlement and equality of opportunity
6. Teaching & learning
7. Parents & carers
8. Management of the policy

1. This policy covers our school's approach to teaching PSHE and RSE.
It was produced by the leader for this subject through consultation with the Governing body, the principal, staff, parents, and pupils. Consultation took the form of sharing of the draft document, Governor's meetings, and parental consultation. It will be reviewed in 2024.
2. This policy will be shared with all interested parties both in the school and the wider community. All staff members and Governors receive a copy of the PSHE policy. Hard copies are available from the school office on request from parents. An electronic version is available on the school website for parents and prospective parents as well as other interested parties.
3. Our school's overarching aims, and objectives are to promote pupils' personal, social, emotional, health and economic development as well as deliver statutory relationship and sex education. We facilitate this through a supportive school ethos, where all are valued, encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. We have a leadership team which places PSHE in high value. Our aim in RSE is to ensure pupils are making safe and healthy choices and have a clear understanding of laws, know where and how to access help or signpost a friend or colleague in the future to get suitable support.
4. Because we are working with real life experiences, PSHE and RSE are delivered by form tutors who create a safe and supportive learning environment and have clear expectations of behaviour, trust, and respect. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by

alerting all necessary stakeholders via CPOMS. This policy is informed by the school's safeguarding and child protection policy.

5. We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance by delivering a diverse and inclusive curriculum. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and will consider all pupils' needs by delivering lessons which promote removal of barriers and accurately portray modern Britain and its values.
We expect our pupils to consider others' needs by listening, asking questions, fostering curiosity and treating others with respect and sensitivity.
We will use PSHE education to address diversity issues and to ensure equality for all and moreover encourage pupils to be understanding, demonstrate tolerance and respect in their futures lives.
Pupils with SEND have access to all lessons and are supported by a teaching assistant. Where necessary, content is adapted.

6. Teaching is delivered by form tutors and resources and schemes of learning are developed by the subject lead. As a school, we are members of the PSHE Association and use their guidance to create a thematic, spiralling scheme of work. The year is divided into half termly topics from one of three core areas: Health and Wellbeing, Living in the Wider World and Relationships. RSE elements are intertwined within these areas. Resources are appropriate and accurate. Pupils learn through active discussion and participation in group work to practise their social development; active learning – doing, reflecting, learning, and applying; and independent work to reflect on personal needs and goals. Learning and progression is evaluated by comparing prior knowledge to the end of the session and encouraging self-assessment including check lists, displays, baseline tests and timelines; peer group assessment including oral feedback or comment boxes; and teacher assessment through observations, reviewing written work and book looks. Teachers ensure that sessions do not scare, or shock and the tone is appropriate, even when delivering on 'risky behaviours. Teachers help pupils make connections between their learning and real-life behaviours by providing relatable examples and scenarios and encouraging critical reflection. Teachers are careful to ensure that they do not set up polarising debates and are sensitive to a range of views. Schemes ensure pupils have access to the learning they need to stay safe and healthy and protect and enforce their human rights by providing clear, impartial information which will allow them to make sensible, informed life choices in the future and improve their problem solving skills, know how to formulate an argument and develop their employability skills.

Learning in PSHE is cross curricular and also takes a triangulated approach along with Wellbeing and Careers Education. Where necessary, external speakers are invited in and whole school drop down days provide a deeper learning experience for pupils and strengthen their practical application of skills.

7. Parents and carers have access to this policy and have been invited to attend a PSHE parent information evening to ensure we are being transparent in the topics we are delivering and to help them support the young people out of school.

8. This policy will be reviewed annually unless otherwise dictated.