

PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) POLICY

Date	Review Date	Contact
01.02.19	01.02.20	Head of School & Education

This policy is underpinned by the school's aims and ethos.

Aims

In accordance with ISSR 2.(d), our PSHE programme:

- Reflects the school's aims and ethos as described above;
- Encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(23).

Furthermore, in accordance with ISSR 2.(g) and 2.(i), our PSHE programme supports our provision of:

- activities appropriate to the needs of pupils above compulsory school age;
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

In accordance with ISSR 5 our PSHE programme also incorporates the following elements.

- Active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Pupils' development of their self-knowledge, self-esteem and self-confidence;
- Pupils' ability to distinguish right from wrong and to respect the civil and criminal law of England;
- The encouragement of pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Pupils' acquisition of a broad general knowledge of and respect for public institutions and services in England;
- Ever-greater tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- The encouragement of respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- The preclusion of the promotion of partisan political views;
- A balanced portrayal of opposing political views;

In the preparation and teaching of the PSHE programme, particular attention is also paid to:

- The PSHE Association's government-recommended guidance;
- Anti-bullying issues;
- Awareness-raising of factors relating to the Prevent Strategy.

Delivery

Our PSHE programme is delivered through a dedicated weekly PSHE lesson and by providing opportunities for PSHE-related content to be covered in other lessons such as Guided Research Projects, Cultural Calendar Journalism, Debates, Ethical Issues, Essays & Argumentation, etc.

All teachers have access to the PSHE scheme of work to help them choose suitable topics to embed in other lessons. In accordance with PSHE guidelines, we do not aim to cover all topics at each key stage with all students, but rather to judiciously select the most appropriate topics for the students in school on any given week; this is largely at teachers' discretion.

Invited speakers feature regularly as a whole-school event and in 2017-18 included, for example, Amnesty International, Oxfam, Enabling Enterprise, Founders4Schools, etc.

Potentially sensitive or controversial topics should be approached with care; all teachers are given written guidance on teaching sensitive topics. The teacher should use their professional judgement based on their knowledge of the class makeup to give due consideration to students' potential reactions well in advance of the lesson itself, i.e. when planning. In the teaching, such topics should be introduced tentatively such that the teacher may constantly evaluate where to draw the line and remain vigilant for students feeling uncomfortable. Should a student wish to avoid a certain topic, the teacher may allow them to step out of the classroom, and a simple gesture to the teacher to this effect should suffice.

Elements of our PSHE and SMSC provision may also be found in assemblies (for example, a student-friendly review of the anti-bullying policy, reinforcement of fire safety issues, e-safety, review of good and bad behaviour from previous weeks, etc), at breakfast tutorials usually informally with individual students, and throughout the curriculum and extracurricular activities. Induction may involve elements such as a discursive writing task on the importance, or not, of the school ethos.

Signed:



Alex McNish, Head of School & Education, on 01.02.19