



PSHE Policy 2021

1. Aims

Personal, social, health and economic (PSHE) education at Churchdown School aims to support our pupils to become into lifelong learners and prepare them for a successful life beyond school. Our aim is for all of our pupils to develop the knowledge, understanding and skills which will enable them to make independent choices that are positive and well informed.

We recognise the changes and challenges that our pupils face through adolescence and their increasing independence. Our PSHE curriculum aims to ensure that pupils learn to manage the challenges that they face as they become more independent such as:

- Diverse relationships
- Their online lives
- The increasing influence of peers and the media.

The PSHE curriculum aims to provide opportunities for pupils to reflect on and discuss the issues that they may face both now and in the future. We aim to develop and deepen their knowledge and understanding of these issues and in doing so ensure that they have the information that they need to make informed choices.

The education we provide is guided by values of integrity, resilience, respect, ambition and friendship. We aim to instil these values in our pupils as they consider these challenges so that they are better able to make positive and independent choices.

2. Statutory requirements

PSHE 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

We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (see above). Our PSHE curriculum is in line with the guidance from the PSHE Association and is taught through three themes:

- Health and Wellbeing
- Living in the Wider World
- Relationships (Details of what is taught can be found in our relationships and sex education policy which can be found on our website.)

The Key Stage 3 curriculum builds on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. At Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. The attached curriculum map outlines what we teach in each key stage.

3.2 How we teach it

In Key Stage 3, pupils will be taught PSHE twice in the two week cycle. In Key Stage 4, pupils will receive targeted sessions each term which will take place during their Prep lessons. The Key Stage 3 curriculum will be delivered by a team of specialist teachers and supported through targeted events with outside agencies such as theatre companies or outside speakers.

Some aspects of the PSHE curriculum, such as Relationship and Sex Education, are also taught in the Science and RE curriculum. The PSHE curriculum is also reinforced during tutor time using the Head Strong program.

The PSHE curriculum often addresses controversial topics and elicits difficult questions from pupils. The curriculum is based upon the guidance from the PSHE Association to ensure that teachers do not let their personal beliefs and attitudes influence teaching. Many of the resources used to support the curriculum have also been taken from this guidance and have been prepared to ensure that all pupils are included in lessons, regardless of ability or special educational needs and/or disability.

If a teacher has a concern regarding their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them, they should speak directly with the PSHE co-ordinator.

Self-assessment is a common feature of PSHE lessons which is used to illustrate progress within a lesson as is discussion. Pupils may also be asked to complete longer pieces of written work to demonstrate a deeper understanding of the topics covered. Pupils' progress will be reported back to parents through ISM's and parents' evenings.

4. Roles and responsibilities

4.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

4.2 The headteacher

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

4.3 Staff

Staff are responsible for:

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

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by The Deputy Head through:

- Learning walks
- Work scrutiny
- Pupil voice
- Lesson observations

This policy will be reviewed by the Deputy Head biannually. At every review, the policy will be approved by the Head teacher.

6. Links with other policies

This policy links to the following policies and procedures:

- Anti-bullying (including cyber-bullying)
- Attendance
- Behaviour
- British Values Statement
- Equal Opportunities
- ICT and Acceptable Internet Use
- Relationship and Sex education
- Special Educational Needs