



## PSHE Policy

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## **1. Aims**

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Norton Canes High School, we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Respect, Kindness, Achievement, Teamwork and Pride.

Our PSHE programme is rooted in our school values, it aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Norton Canes High School through:

1. Promoting their spiritual, moral, cultural, mental and physical development
  2. Preparing them for the opportunities, responsibilities and experiences of later life.
- (Education Act 2002)

The teaching of PSHE will enable pupils to develop their understanding and encourage active participation of the school values

## **2. Statutory requirements**

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach.

## **2.1 Statutory content**

Drawing on statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', our PSHE revised curriculum subjects will be:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in [statutory guidance](#). You can access our [RSE Policy](#) which details a parent's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

## **2.2 Non-statutory content**

Additional topics have been added to the PSHE provision based on feedback from staff and pupil voice carried out in July 2022. In addition to this, data from the most recent Local Authority Health Profile 2019 (published March 2020) and a report from the Department of Health Improvement and Disparities for Cannock Chase has been analysed to identify the needs of our local community.

Content that has been added to the curriculum as a result of this include:

- First aid – dealing with emergencies and delivering basic first aid
- Personal safety
- Careers
- World issues

## **3. Content and delivery**

### **3.1 What we teach**

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance

Please refer to our [Relationships and Sex Education \(RSE\) Policy](#) for details about what we teach, and how we decide on what to teach, in this subject.

All students were involved in the consultation process on the topics that were pertinent to them as individuals navigating the 21<sup>st</sup> century. These topics are to be taught in PSHE lessons starting from September 2022. Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to adapt our planning and delivery of PSHE content. Our curriculum overview can be found [HERE](#).

### **3.2 How we teach it**

Children in Key Stage 3 and are timetabled for a 1-hour weekly PSHE lesson and children in Key Stage 4 are timetabled for a 1-hour weekly PSHE lesson plus additional lessons to cover fundamentals of RE and ICT.

Each PSHE lesson is planned and tailored to the needs of our children at Norton Canes High School, resources and outcomes are tailored to be inclusive and accessible to all students. Lessons are provided by the curriculum leader of PSHE and delivered by form tutors. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Paid school membership to the PSHE Association has provided us with access to government approved PSHE resources and materials that have informed us with a basis for planning in addition to resources from Creative Curriculum.

To facilitate children's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;

- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Where appropriate lessons include relevant signposting to direct students towards additional support;
- Students are able to access wellbeing support within school for any issues raised in their PSHE lessons;
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE;
- Norton Canes High School leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

## **4. Roles and responsibilities**

### **4.1 The Governing Board**

Norton Canes High School's Governing Board will approve the PSHE Policy, and hold the Head of School to account for its implementation.

### **4.2 The Head of School**

The Head of School 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
- Providing a safe environment for sensitive topics to be discussed
- Modelling positive attitudes to PSHE
- Monitoring progress

- Responding to the needs of individual pupils
- Setting cover for PSHE lessons when absence is known in advance

Lessons are devised by the Curriculum Leader of PSHE (Mrs Gregory) and delivered by form tutors.

#### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. No student should experience discrimination under the nine protected characteristics as set out by the Equality Act 2010.

### **5. Monitoring arrangements**

The delivery of PSHE is monitored by Mrs Diggory as Head of School, Miss Powell as PSHE Department Line Manager, Mrs Gregory Curriculum Leader of PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of PSHE and drop-down sessions, regular review of the PSHE Policy, gathering information school reports and sampling the quality and content of student's work.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Confidence checkers at the start and end of lessons or sections of learning
- Once per term assessment
- Lesson observations
- Parent, staff and student surveys

## **6. Links with other policies**

This policy links to the following policies and procedures:

- [Relationships and Sex Education \(RSE\) Policy](#)
- [Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Anti-bullying Policy](#)
- [Equality Policy](#)

This policy will be reviewed by the senior leadership team annually. At every review, the policy will be approved by the Full Governing Board.