

PSHE POLICY



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Date:	01.09.2022

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School Role:	Proprietor
Date:	01.09.2022

Next review date:	01.09.2023
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1. Purpose

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 Stafford Hall 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, Inspire, Support, and Effort.

Our PSHE programme, is rooted in our school values and aims to equip each student 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 Reigate 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 / Academies Act 2010)
3. The use of student and parent/carer voice

The teaching of PSHE supports our school community values of Respect, Inspire, Support, and Effort.

2. Statutory requirements

Despite PSHE being a non-statutory subject, to support all of our young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon 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/equivalents (Stafford Hall School we

use a School Advisory Board) 'to promote the wellbeing of pupils at the school', we have revised the following curriculum subjects:

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 here which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

3. Content and delivery

3.1 What we teach

Having hosted a student consultation - for all year groups - in the Summer term of 2020, we have built a bespoke curriculum tailored to the needs and lives of our children. The PSHE Association's suggested curriculum content has been used as a basis to design lessons and supporting materials for all children. With this, the academic year is divided into 3 broad areas of PSHE focus:

1. Independence and Aspirations
2. Autonomy and Advocacy
3. Choices and Influences

All Lifeskills content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year.

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 (linked to above).

Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE and RSE content in our Lifeskills lessons.

3.2 How we teach it

Lessons are created and delivered by the Subject Lead alongside a committed and passionate team of existing teachers. 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 4 different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

To facilitate student's learning in Lifeskills lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which students 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 students in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on student'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 students to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding students, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all;
- Stafford Hall 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/School Advisory Board (SAB)

Stafford Hall School's SAB will approve the PSHE Policy, and hold the Headteacher to account for its implementation.

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 through Lifeskills lessons in a sensitive way
- Modelling positive attitudes to PSHE in Lifeskills lessons
- Monitoring progress of students in Lifeskills lessons
- Responding to the needs of individual students in Lifeskills lessons

Lessons are created and delivered by the Subject Lead - Lee Stockhill - alongside a committed team of existing teachers whom range from classroom teacher to members from the Senior Leadership Team.

4.4 Students

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

5. Monitoring arrangements

The delivery of Lifeskills is monitored by Derek Weelands as Headteacher and Lee Stockhill as Head of PSHE/Lifeskills. 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 students' needs?
- Are all students 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, recording student attendance of Lifeskills and drop down workshops, regular review of the PSHE & RSE Policies, gathering information school reports and sampling the quality and content of student's work. Students' development in Lifeskills is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student surveys