



Clifton High School

co-educational nursery school to sixth form

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| Policy applies from EYFS to Sixth Form | Personal, Social Health and Economic Education (PSHE) |
| Date policy updated | 29.09.2020 |
| Date policy to be reviewed | 29.07.2021 |
| Author | Miss R Coleman |
| A shaded area denotes a regulation to which all Schools must comply | |

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Personal, Social Health and Economic Education (PSHE) enables pupils to become healthy, independent and responsible members of society. At Clifton High School pupils are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing, Clifton High School help develop their sense of self-worth. Pupils are taught how society is organised and governed and ensures that all pupils experience the process of democracy in school. It is important that the school curriculum is underpinned by a set of common goals and values. These are laid out in the Aims of the School and are reflected in the Misconduct and Discipline Policy.

Related Policies

- Misconduct and Discipline
- Sex and Relationship Education
- Spiritual, Moral, Social and Cultural (SMSC)

The aims of PSHE are to enable the pupils to

- Expand their spiritual, moral, social, cultural and personal development through opportunities provided and to prepare them for the responsibilities and experiences of life
- Prepare for active and responsible citizenship in our increasingly complex society
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for everyone regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Discuss more about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community
- Develop their awareness and understanding of political issues in an impartial manner and in accordance with the laws of this country

PSHE is “a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.” (PSHE education Strategic Partners Group)

PSHE is “learning to live well.” (PSHE Association)

The following objectives of PSHE at Clifton High School (not in order of importance) are to promote knowledge, understanding and appreciation of:

- The importance of a healthy lifestyle and keeping themselves and others safe

- The principles of distinguishing between right and wrong and how to deal effectively with the moral, social and cultural issues that are part of growing up
- The differences between their own and other cultures and how to value differences
- The importance of being a valuable citizen
- The importance of equality, equal opportunities, challenging discrimination and the dangers of stereotyping
- The importance of self-esteem and emotional well-being
- The importance of assessing and managing risk, how to deal with the influence of extremism, new technology and substance misuse
- The importance of forming worthwhile and satisfying relationships based on respect for themselves and others
- Sex and relationship education
- The importance of responding positively to opportunities and responsibilities
- How to deal with change and adversity and to develop resilience
- Promoting and Accepting British Values
- Career and Education Paths

To teach PSHE effectively it is important that a variety of teaching and learning strategies are employed. It will also be taught through cross curricular links, assemblies and other activities or school events (e.g. themed weeks, anti-bullying day, residential visits, enrichment, special activities planned to allow the children to work together under different circumstances). Specialist visitor speakers have been invited into school to speak with both pupils and parents about specific aspects of the PSHE curriculum. In the past, these topics have included body image, drug and alcohol use and phone addiction.

A comprehensive programme of PSHE education is in place which provides a broad and balanced curriculum and meets pupils' needs and prepares them for the challenges of adult life. It also contributes to the school's duties to safeguard pupils by teaching them about safety, including e-safety, sex and relationships.

The Infant School and Junior School

At Clifton High School a range of teaching and learning styles is used with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach

- There is a regular specific curriculum session, in order to develop themes and share ideas
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RS
- Activities will be provided as group, class or school events and initiatives e.g. community projects, school productions, class assemblies, celebration assembly and PGL trips for Year 3 - Year 6 pupils
- At playtimes and lunchtimes opportunities exist for playing cooperatively using play equipment
- A 'buddy system' exists whereby classes of younger pupils are linked to children in Year 3 - Year 6 classes for a range of activities and shared experiences, throughout the school year
- Year 1 and Year 2 have a system of 'playground buddies' whereby pupils in Year 2 offer support and guidance at playtimes for younger children who may feel unhappy, sad or lonely during playtimes. This is supported by the playground 'friendship bench'
- The children are involved when visitors come into school and on Open Days
- Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums

The Senior School

The PSHE curriculum is best developed when pupils learn, practise and demonstrate personal skills and are actively involved in and take responsibility for their learning. A wide variety of approaches and activities, appropriate to the pupils' age, encourages pupils to participate and remain engaged in lessons. These include

- Whole class and small group discussion
- Simulation and role-play
- Study of case studies
- Creative writing
- Open and closed questioning
- Collaboration with other pupils
- Designing sheets and posters
- Listening to and interacting with visiting speakers

This list is not exhaustive. In accordance to the PSHE Association's recommendations, the curriculum is purposefully distanced. Lessons have been planned so pupils study case studies, rather than share their personal experiences. This encourages pupils to think objectively about particularly challenging situations and share their ideas in a safe learning environment.

Throughout pupils' PSHE lessons, they will cover a range of PSHE, RSE and RE topics. Please see the attached *PSHE overview* for more details about the curriculum.

The Sixth Form

In Sixth Form the PSHE curriculum is part of the Futures and Skills programme.

To complement their learning, Years 7 - 9 will also receive Religious Education, as an addition to the PSHE curriculum. Clifton High School follows the guidelines of Bristol's Standing Advisory Council Religious Education's (STACRE) to ensure pupils have a comprehensive understanding of various religions, their beliefs, identities and communities. Pupils are invited to reflect on big questions about identity, meaning and morality and connect these ideas with decisions they make. Pupils will study the following topics

- Year 7: How do people make a religious commitment?
- Year 8: Big questions
- Year 9: Medical ethics

Roles and responsibilities of staff

The PSHE programme has been designed by the Head of PSHE, Miss Rachel Coleman. The curriculum has been overseen and agreed to by the Deputy Head (Pastoral), Luke Goodman. In addition to this, Hilary Vaughn and Jane Morrison are the nominated governors who oversee the PSHE curriculum.

The following teachers will be involved in the teaching of PSHE and RSE at the Senior School.

Years 7-9: Miss Coleman, Mr Goodman and Mrs Harris

Years 10-11: Miss Widdison, Mr Pullen and Ms Johnson-Martin

Years 12-13: Mr Psarros, Ms England, Miss Bartlett and Mrs Giles.

All teaching staff have access to appropriate learning resources and have received the necessary training to support their teaching of RSE at Clifton High School.

Legislation (statutory regulations and guidance)

We are required to teach relationships education as part of the revised Department of Education statutory guidance. From September 2020, the Department of Education stipulates that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). These new guidelines inform the teaching and learning of RSE at Clifton High School. The documents that inform the school's RSE policy includes:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)

- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014) o Keeping children safe in education – Statutory
- Safeguarding guidance (2016)
- Children and Social Work Act (2017)

Assessment

There is no formal assessment or examination for the PSHE course but pupils may be recognised for their input into lessons by the class teacher and the pastoral team. Assessment of progress is monitored in a multitude of ways. For example, pupils' written work, their classroom contributions, reflection records following a visit from a guest speaker and Google Forms are just some of the ways that teachers monitor pupil progress in PSHE.

Teachers of the PSHE course are reminded of the need to keep records in their planners and use assessment tools on Google Classroom (if appropriate) for PSHE in the same way as with other subjects, so that an assessment may be made of a pupil's understanding, input and progress throughout the course.

Evaluation and Monitoring

The PSHE policy is written using statutory guidelines as outlined in the national curriculum. Therefore, in accordance with Article 9 of the European Convention on Human Rights where freedom of thought, conscience and religion are guaranteed, and religion or belief is a protected characteristic under the Equality Act 2010, the teachers and the school strive to ensure that their conduct recognises their responsibilities under those duties to others. Considering the sensitive nature of some of the topics discussed at PSHE sessions, teachers are expected to respect the rights of others and to respect those with different faiths and beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples (Act 2013), it is considered inappropriate and certainly discouraged by the school. The Deputy Heads oversee the monitoring of the standards of children's work and the quality of teaching and learning.