



GIGGLESWICK SCHOOL

Personal, Social, Health and Economic (PSHE) Education Policy

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1 AIMS AND ETHOS

At Giggleswick School (the aim is to provide a supportive and stimulating independent education that prepares confident young people for the opportunities of the adult world.

The Personal, Social, Health and Economic (PSHE) education curriculum is shaped by the School's ethos and core values of respect, participation and ambition, and a belief in developing individuals who are: curious (actively enquiring), skilled (adept and accomplished), aware (tolerant and compassionate), creative (innovative and original), pro-active (dynamic and enterprising), passionate (aspirational and spirited), resilient (tenacious and positive), and assured (confident not arrogant).

2 THE PSHE CURRICULUM

The PSHE curriculum takes an enquiry-based approach and is based on the thematic model of the PSHE Association (Health & Wellbeing, Relationships and Living in the Wider World). These strands reflect the school's core values of respect (for self and others), participation in the community and wider world, ambition for the future, and service to others.

The aims of the curriculum are to provide relevant, timely, current and engaging PSHE education which:

- Fosters pupils' personal, social, emotional and economic development
- Promotes physical and mental health & wellbeing; and positive & healthy relationships
- Encourages self-awareness, self-respect, and respect for others as fundamental values
- Answers pupils' questions and enables them to develop the critical thinking skills, knowledge and understanding to make informed decisions and assess risk
- Acknowledges the context of pupils' lives in a digital and changing world, offering them strategies to become responsible citizens
- Prepares them for the next stage of their lives

As well as using the PSHE Association's model, the curriculum takes account of the North Yorkshire PSHE planning and assessment tool. The PSHE curriculum includes those topics outlined in the statutory government guidance relating to RHSE (Relationships, Health and Sex Education). Each half term, at least one lesson focuses on an aspect of digital citizenship: media balance & wellbeing; privacy & security; digital footprint & identity; cyberbullying, digital drama & hate speech; and news and media literacy.

The programme is reviewed regularly. It is a **spiral curriculum**: core topics are revisited at intervals, exploring them from different perspectives and at an appropriate level for the age of the child. There is sufficient flexibility to incorporate current issues of particular importance at a stage in the school year, or as they arise in the local, national and international arenas.

Through our curriculum and PSHE provision we seek to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others with different faiths and beliefs; paying particular regard for the protected characteristics set out in the 2010 Equality Act. We also view our PSHE provision as a key method to reinforce online safety to pupils and parents.

The Programme of Study is made available to parents on the school's website with updates provided at intervals through the school's newsletter to parents.

3 HOW PSHE IS TAUGHT

Pupils in Years 7 and 8 receive one PSHE lesson per week. Pupils in Years 9 and 10 receive one PSHE lesson per fortnight, and in Year 11 and the sixth form pupils receive one PSHE lesson per week..

PSHE lessons are taught by a core team of experienced teachers to ensure consistency in the coverage of key topics, but all staff have a role to play in supporting and informing the PSHE curriculum through their roles as tutors or in houses. All staff are made aware of the focus of the PSHE programme and kept up to date with current topics through regular briefings and training sessions.

The focus is on **active learning** within agreed ground rules: guided discussions, problem solving, sharing strategies, developing critical thinking skills; learning with and from each other. Lessons begin by **assessing** what pupils already know and by encouraging them to enquire further. Lessons end with an opportunity to reflect and consider progress. Our aim is to provide pupils with the information that they need in a timely manner, so that where possible they are prepared in advance for making choices and meeting challenges.

Lessons are taught using **quality-assured resources** with the aim of providing pupils with high quality, balanced, research-based information.

The Head of PSHE liaises with the PSHE Co-ordinator in the Prep School, a PSHE Peer Practitioner in North Yorkshire. Liaison and co-ordination with other key pastoral staff such as the Assistant Head (Pastoral), Designated Safeguarding Lead, Chaplain, Senior House Staff and Wellbeing Centre Staff is essential to planning the programme.

The programme of study is regularly reviewed in response to pupil and parent feedback and as new research emerges, new resources are developed, and new priorities are identified. The school follows advice and guidance from North Yorkshire Healthy Schools and the PSHE Association.

PSHE lessons provide an opportunity for pupils to engage with and discuss sensitive and controversial issues. All teachers of PSHE are mindful of the language they use and the resources they select to ensure they are not inadvertently promoting stereotypical images but are recognising and celebrating the diverse nature of families, sexual orientation, faiths and cultures. Correct terminology is used, and slang/street names are avoided. Ground rules are established at the start of each year, with regular reminders issued about confidentiality and the need to listen to and respect other people's views.

4 RESOURCES

A range of relevant and up to date quality assured resources are used in PSHE. These reflect the diverse nature of society and sources include: the PSHE Association; NSPCC; Every Mind Matters; Public Health England; CEOP; Common Sense Education; the Bank of England; and UniFrog. All resources are reviewed at least every two years to ensure they are relevant and up to date.

Parents are welcome and invited to ask for further information about the resources that are used. The PSHE Association has made available its resources for parents but to ensure parents are always provided with the most up to date resources, they only allow association schools to share them with parents by email on request.

5 VISITING SPEAKERS AND EXTERNAL AGENCIES

At times, an external expert and visitor may be invited to deliver parts of the PSHE programme. External visitors will be selected to enrich and supplement our programme by bringing particular skills, methods and expertise to the teaching of PSHE.

The Head of PSHE always ensures that prior to the visit of an external contributor a planning meeting takes place where learning outcomes and objectives for the session are agreed, teaching and learning approaches discussed, and other relevant information shared.

A teacher will always be present throughout these lessons or lectures to build on the pupil's learning after the session as well as answer any questions the pupils may subsequently have. Any external visitor is expected to comply with this policy and other related policies, including the school's visitor and safeguarding policies.

6 MONITORING AND EVALUATING PSHE

The Head of PSHE is responsible for monitoring the outcomes of pupils and the quality of teaching and learning in PSHE, reporting to the senior leadership via the Assistant Head (Pastoral).. The SLT report to the Governing Body at the Boarding, Wellbeing & Safeguarding Committee.

The views of pupils, parents and pastoral staff are used to make changes and improvements to the programme. Programmes of study are formally reviewed at least every two years to:

- Review and plan the content and delivery of the programme of study for PSHE education
- Review resources and renew as appropriate
- Update staff training in line with current guidance and identified needs

The effectiveness of PSHE provision will be evaluated through outcomes for pupils. Success criteria include:

- Pupil engagement in the issues and topics will carry on beyond lessons
- Pupils will find lessons memorable; they will be able to articulate what they are discussing and exploring in PSHE
- Pupils will be risk aware and able to make informed choices
- Pupils will know where to find information they need and feel empowered to seek help
- Pupils will show respect for themselves and others

7 RESPONSIBILITIES OF THE HEAD OF PSHE

The Head of PSHE is responsible for all aspects of the subject. Responsibilities include:

- Raising the profile of PSHE in the school
- Working with the core team of teachers to devise and implement the programme of study and associated schemes of work
- Ensuring procedures for assessment, monitoring and evaluation are embedded
- Consulting with pupils to inform PSHE provision
- Monitoring the standard of teaching and learning in PSHE
- Ensuring all staff are confident in the skills required to teach and discuss PSHE issues
- Accessing appropriate training and identifying training needs of teachers of PSHE
- Sharing information regarding developments in the subject with colleagues, senior leaders and governors
- Liaising with the PSHE Co-ordinator in the Prep School
- Evaluating the effectiveness of resources
- Provide relevant information/guidance to parents when necessary
- Review / update the policy on a two-year cycle or sooner if necessary

8 GOVERNORS, HEADMASTER AND SECOND MASTER

The Governors, through the Headmaster and Second Master are responsible for ensuring PSHE provision is effective.

The Headmaster and Second Master will:

- Liaise with the Head of PSHE
- Keep the governing body fully informed of provision, issues and progress in PSHE
- Act upon any concerns which may arise from pupil disclosure during PSHE sessions

9 CONFIDENTIALITY AND SAFEGUARDING

The school recognises that when discussing some of the issues PSHE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around safeguarding and will follow the School's Safeguarding Policy and Procedures. The Head of PSHE has undertaken level 3 safeguarding training. It is the responsibility of the school to support its pupils by safeguarding and promoting their welfare. In fulfilling this duty, teachers must have regard to the Relationships and Sex Education Policy. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the School's Designated Safeguarding Lead. The DSL will then take action in line with the School's Safeguarding Policy, which follows the North Yorkshire Safeguarding Children Partnership guidance and procedures.

Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making any notes that they are factual and based on evidence.

The school also recognises some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

10 INVOLVING PARENTS AND CARERS

PSHE is strongest when there is communication and collaboration between school and home. All schools, in partnership with parents and carers, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. The school believes regular communication is crucial and this is usually carried out via the school's weekly newsletter.

The Programme of Study is made available on the website and parents will be given information about any visiting speakers relevant to them or their child. External information and guidance materials from relevant organisations that parents can use/explore with their children are shared on the Parent Portal.

Parents do not receive a written report in this subject. If a pupil is experiencing difficulties with one of the themes, the teacher, Tutor or Senior House Staff may discuss the problems with the pupil on an individual basis. In these circumstances, the pupil's parents may be contacted, and the School Counsellor's advice could be sought.

Care is taken to identify and anticipate issues which may be particularly sensitive for individual pupils. Parents are welcome to contact the Head of PSHE to share any relevant information or to discuss any queries they may have.

Legislation states that parents have the right to withdraw their children from certain aspects of Relationships and Sex Education which do not form part of the science national curriculum and guidance on this can be found in the RSE policy, available on the school website. This policy was originally devised in consultation with the wider school community including parents and carers and parents are consulted when the policy is reviewed.

11 LINKS TO OTHER POLICIES AND GUIDANCE

This policy supports/complements the following school policies:

- Safeguarding Policy
- Relationships and Sex Education (RSE) Policy
- Online Safety Policy and IT Acceptable Use Policy
- SEND Policy
- Curriculum Policy
- Behaviour, Rewards and Sanctions Policy
- Boarding and Wellbeing principles and practice
- Equal Opportunities (Pupils) Policy
- Anti-Bullying Policy
- Visitor Policy

This policy is informed by local and national guidance, including:

- Keeping Children Safe in Education (DfE)
- Relationships and Sex Education (RSE) and Health Education (DfE)
- Promoting children and young people's mental health and wellbeing (PHE)
- Physical health and mental wellbeing (Healthy Schools North Yorkshire)
- Character Education (DfE)
- Careers guidance and access for education training providers (DfE)
- The Equality Act
- Education for a Connected World (2022) (UKCIS)