



**BURY**  
GRAMMAR SCHOOL

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## **PSHEE Policy**

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**Author:** Senior Teacher Inclusion  
**This policy is for Bury Grammar School**

## **1) What is PSHEE?**

Personal, Social, Health and Economic Education (PSHEE) 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. It equips them with knowledge and practical skills to make informed choices, thereby living healthy, safe, fulfilled and responsible lives. PSHEE encourages young people to be enterprising and supports them in making positive education and career decisions and in managing their finances effectively. PSHEE also enables children and young people to reflect upon and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

## **2) Aims and Objectives of the PSHEE Programme**

This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR).

This policy is a working document which provides guidance and information on aspects of PSHEE within BGS for staff, parents / carers and governors. Other related policies and documents include: Relationships and Sex Education Policy, Anti-Bullying Policy, Acceptable Use Policy, Behaviour Policy, Equality, Diversity and Inclusion Policy and Safeguarding Policy.

It has been produced with reference to the DfE Guidance on RSHE (2020), QCA Guidelines and the PSHE Association. It has been written by the Head of PSHEE with consultation by the Senior Leadership Team.

This policy is available to parents / carers upon request.

The PSHEE programme demonstrates, encourages and reflects the school's aims in pupils and students:

- Scholarship
- Character
- Enrichment
- Partnership

The overarching aims for PSHEE are:

To provide students with:

- Accurate and relevant knowledge appropriate to their age and understanding
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

To enable them to:

- Become confident, responsible and have respect with regard to themselves and others.
- Develop self-confidence, self-respect, resilience and self-esteem, and make informed choices regarding personal and social issues
- Know and understand what constitutes a healthy lifestyle
- Know and understand what constitutes risk

- Be independent and responsible members of the school and wider community and active members of a democratic society
- Understand what makes for good relationships with others
- Have economic understanding and awareness

To reflect the school's ethos, values and safeguarding principles:

- Promote respect and a culture of tolerance and diversity
- Promote moral, ethical and spiritual values and encourage cultural awareness
- Maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility in the local community and as citizens in the wider world
- Develop their intellectual curiosity, passions and rigour as a foundation for a lifelong love of learning.
- Learn to think independently, creatively and critically to develop their resilience and enjoyment of challenge.

The school is committed to the provision of these opportunities to all pupils. The programme aims to embrace the diversity of children's cultures, faiths and family backgrounds. All pupils will study Sex Education as part of the statutory science curriculum. Parents have the right to withdraw their child from any part of Sex Education that is not part of the statutory curriculum. Any requests for individual pupils to abstain from participating in the delivery of specific RSE lessons during the PSHEE programme should be made in writing to the Head of PSHEE using the form in Appendix 1 of the RSE Policy.

### **3) Organisation of the curriculum programme**

The Head of PSHEE is responsible for the organisation of PSHEE in Key Stages 1-4. The Head of Sixth Form is responsible for the programme of study and provision of PSHEE for all members of the Sixth Form. For the pupils in EYFS the school will implement the guidelines for Personal Social and Emotional Development as set out in the EYFS Statutory Framework.

PSHEE is delivered through timetabled lessons, drop down days and through pastoral work in form time. In Years 1-11, pupils have timetabled PSHEE lessons, form time or assemblies. In Sixth Form, students are taught PSHEE during timetabled lessons, planned events, assemblies and form time. The PSHEE programme is enriched by visiting speakers, drop down days, whole school initiatives, assemblies and curriculum content.

Areas of PSHEE (such as Relationships and Sex Education (RSE), drugs education and certain citizenship topics) are also delivered in other subject areas, such as in Science, Religious Studies, English, Drama, Modern Foreign Languages, History and Art.

### **4) Content of the PSHEE Curriculum**

The PSHEE curriculum is a whole school approach taught as a spiral curriculum in all Key Stages and consists of five main areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing and careers

Relationships Education is taught in Years 1-6 and Relationships and Sex Education is taught in Years 7-13 at an age-appropriate level. The curriculum is delivered in line with guidance offered by the DfE and PSHE Association. Full details of the RSE curriculum are listed in the Relationships and Sex Education Policy.

### **5) Teaching Methods, Approaches and Resources**

PSHEE, by its very nature, deals with issues, which are both personal and sensitive. It is therefore essential that a safe and positive learning environment is established and maintained so that pupils feel able to participate fully.

To help create a safe and positive learning environment, a set of ground rules or class agreement must be set by the pupils and their teacher and can be revisited and amended at any time. It is important that both the teacher and the pupils feel ownership of this agreement if they are to learn effectively.

Teachers of PSHEE must avoid promoting their personal attitudes and beliefs to pupils but should provide comprehensive, unbiased and correct information. Lessons should enable students to develop and consider their own attitudes and values and those of other people.

Lessons use active learning techniques and methodologies which give students responsibility for their own learning and maximise participation of all pupils. Resources used by PSHEE teachers include; PowerPoint presentations, worksheets, photo cards and pictures, scenarios and videos. Teaching methodology includes whole or part class debates, group work, case studies, role play and media analysis. The Head of PSHEE is responsible for producing a scheme of work with suggested resources and activities and class teachers are responsible for individual lesson plans and resourcing the lessons. The libraries have a dedicated section to PSHEE, accessible by staff and students. A range of additional resources are also available from the School's Health Support Workers.

### **6) Promoting British Values**

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." The Government set out its definition of British values in the 2011 Prevent Strategy, and these values are reinforced regularly, and these values underpin the content of PSHEE lessons. British Values are also reinforced through form time and assemblies.

### **7) Assessment**

There is no statutory requirement for end of key stage assessment in PSHEE. However, teachers will help pupils identify their progress made.

Self, peer and teacher-assessment is planned into PSHEE lessons and activities enable students to be independent learners. Pupils may also self-assess their progress at the end of each lesson or series of lessons and may complete an end of unit evaluation form.

In Years 1-6 pupils are encouraged to reflect on their learning and children will be informally assessed through the use of differentiated questioning, role play situations, observations etc. At the end of each unit, teachers will carry out an assessment quiz or knowledge catcher with the pupils. Evidence of learning will be recorded in the pastoral book in each class.

The Head of PSHEE will observe teaching annually and offer guidance and training to staff on the delivery of PSHEE. Staff will receive an annual INSET training on the curriculum that they will deliver. Staff feedback will help inform delivery and policy through an annual review.

## **8) Accessibility**

### **a) SEND**

PSHEE is accessible to all pupils and lessons avoid large amounts of written work and worksheets, instead concentrating on discussion and the development of skills and attitudes. All students and their contributions are valued. Teachers should ensure that work is differentiated to support the needs of individuals. Advice about providing differentiated work can be sought from the Head of PSHEE or the SENCO.

### **b) Pupils requiring pastoral support**

The Head of PSHEE liaises with the Pastoral Leadership Team to ensure that appropriate support is in place for individual pupils when topics covered in lessons relate to a known pastoral issue. Class teachers are informed of the support plan by the Head of PSHEE or a member of the Pastoral Leadership Team.

## **9) Equality**

Bury Grammar School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are valued. Following the protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

In PSHEE we believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. The teaching of PSHEE supports the School's ethos of eliminating unlawful discrimination on grounds of any of the protected characteristics and promoting equality of opportunity for all members of the School community.

It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our children.

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHEE across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender identity, sexuality and disability, avoiding stereotyping. We promote the whole school ethos and core values.

### **10) Confidentiality**

Staff cannot offer unconditional confidentiality. If a member of staff believes that a pupil is at risk or in danger, a referral will be made to the Designated Safeguarding Lead who will take action as set out in the Safeguarding Policy. Pupils are made aware of this.

### **11) Dealing with Sensitive Issues**

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use.

Clear ground rules will be established in PSHEE lessons. Pupils must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate – e.g. questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from the Head of PSHEE.

### **12) Links to Pastoral Support and Community Services**

In PSHEE lessons pupils are made aware of pastoral services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons pupils are encouraged to be independent learners and may contact and research community and support groups. This enables them to be aware of community services and provides pupils with the skills to access them. The Health Support Workers may also be involved in delivering RSE and providing students with up-to-date information and advice.

### **13) Dissemination, Monitoring and Evaluation**

The Deputy Principal is responsible for reviewing PSHEE. The Deputy Principal will also monitor the implementation of this policy, and the policy and resulting practice will next be reviewed in September 2025.

Indicators of success of this policy are:

- Pupil progress in their learning.
- Feedback from pupils about the effectiveness and usefulness of their PSHEE lessons and PSHEE days using evaluation forms and self- and peer-assessment tools
- Motivation of pupils
- Feedback and evaluation from staff delivering PSHEE.

## PSHEE Policy Issues and Updates

| Date    | Policy version | Summary of key change(s)                                       |
|---------|----------------|--|
| 3.9.23  | 2              | Updated to include timetabled lessons for Years 9-11           |
| 15.8.24 | 3              | ISSR commentary paragraph removed, success indicators updated. |
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