

# PSHE

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## Statement of intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care.

## Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- RSE and Health Education Policy

## Curriculum content and time

All planning is informed by our scheme of work to prepare happy, confident and independent learners prepared for adulthood. The planning uses and widens the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resources. All aspects of which comply with legislation and national guidance, this includes the teaching of RSE, Health Education and Careers Education, Information, Advice and Guidance (CEIAG) across school.

- The aim of this curriculum is to ensure that the skills and knowledge gained in phases 1-3 prepares students for adulthood and for qualification based learning in phases 4 and 5.
- Content is adapted and tailored to the needs and abilities of the individual pupils and to the needs of the phase group.
- The school uses direct teaching via timetabled lessons.
- PSHE is taught in discrete curriculum time, delivered by key teaching staff, MAKW and safeguarding teams.

- The school ensures cross- curricular learning through discussion between all phases with pastoral, teaching and subject lead staff.
- There is an element of PSHE in pastoral care and the school will ensure that PSHE staff work closely with pastoral staff to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **Teaching and Learning**

The aims of teaching PSHE are for pupils to

- Increase and develop skills, concepts, knowledge and attitudes of the people and wider world around them.
- Understand and be part of a healthy relationship
- Be prepared for potential employment, within the wider world as well as understanding charities and voluntary work.
- Increase understanding of the present through the understanding of topical issues.
- Develop and use their skills in research, debate, discussion, and sharing of information.
- Develop an interest in themselves, their community and the world, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the world.
- Develop lifelong habits in caring for themselves and the environment.
- Understand the importance of how to keep the body healthy physically and mentally and to stay safe.
- Support and develop their own physical and mental health by engaging with their local and wider communities.
- To prepare them for adulthood.

## **Roles and Responsibilities**

### **Head Teacher and Governing Body**

- The governing body has overall responsibility for the implementation of the school's PSHE Policy.
- The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.

### **PSHE Staff Team**

- Ensure the effective implementation of the approved scheme of work
- Purchase and maintain the availability of high quality resources.
- Maintain an overview of current trends and developments within the subject.
- Effectively manage any funding designated to PSHE.
- The school will consult with parents and carers to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- The school will work with parents and carers throughout the year and will ensure that parents and carers are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

## **Safeguarding, reports of abuse and confidentiality**

All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- Sexting
- Initiation/hazing type violence and rituals.
- Prejudice insults and incidents including LGBT+

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable option for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

### **Assessment and Record Keeping**

- The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- Pupils' knowledge and understanding is assessed through formative assessment methods such as discussion, writing, research, drama/role-play, interviewing each other, using computer skills, visits to the local area and discussions and interviews with professionals in school and within the community.
- Pupils progress is monitored using the school tracking system termly.
- Progress is monitored through the numerical tracking of objectives met within each phase. It is aimed at ensuring the needs of all learners can be met with small steps identified to effectively measure progress.
- Marking is in line with the school marking policy.

### **Homework**

Homework will be given in PSHE to all students in accordance with Epinay's Homework Policy and its expectations

Policy approved by Governors:	Feb 2022
Date of next review by Governors:	Feb 2023