PSHE Policy
2023-24

Policy reviewed and adopted	Autumn 2023
Next review date	Summer 2024

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Contents:

Statement of intent

Personal, Social, Health and Economic Education (PSHE)

CCHS Mission

To deliver a first-class education, in a happy, safe and secure environment.

Clacton County High School is committed to facilitating excellent teaching and learning through three simple rules: **Ready. Respectful. Safe.** These simple rules permeate across all aspects of our behaviour and academic curriculum and lie at the heart of our approach to the teaching and delivery of our Personal, Social, Health and Economic education (PSHE). PSHE is an integral part of the curriculum at Clacton County High School and is specifically designed to educate our students about Personal, Social, Health and Economic matters.

Through the delivery of a wide range of PSHE topics, we give our students the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE lessons will help students to understand relationships in order to thrive as individuals, as family members and as members of society. From making sensible decisions about alcohol, to succeeding in their first job, PSHE helps students to recognise and cope with many of the challenges and responsibilities they will face growing up.

PSHE enables our students to become healthy, independent and responsible members of society. It aims to encourage them to be a critical thinker and to understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Students are provided with opportunities to learn about rights and responsibilities and to appreciate what it means to be a positive member of a diverse society, developing a sense of self-worth by contributing to school life and the wider community.

Through our PSHE curriculum, we aim to develop key character skills, including decision making, informed risk taking, good communication and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We highlight the importance of honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable students to develop a deepening knowledge and awareness of their own health and wellbeing, including their mental and physical health.

The ultimate aim of our broad and diverse PSHE curriculum is to help our students to achieve their academic potential, and leave school equipped with a starter pack of skills that they will continue to develop throughout their lives.

1. Legal framework

1.1. 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 (2023) 'Keeping children safe in education' (KCSIE)

- DfE (2023) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- DfE (2019) 'School and college security'

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

- Sigma Trust's Complaints Procedures Policy

- Secondary School PSHE Education Policy

- Child Protection and Safeguarding Policy

- Anti-Bullying Policy

- Behaviour for Learning Policy

2. Key roles and responsibilities

2.1. The local governance committee has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The local governance committee 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.

2.3. The headteacher has overall responsibility for reviewing the PSHE curriculum and PSHE Policy annually.

2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.

2.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE and RSHE Policy.

2.6.   The PSHE Coordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and RSHE education that achieves the aims laid out in this policy.

2.7.   The school will consult with parents to ensure that the PSHE education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8.   The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9.   The school ensures that stakeholders are also involved in the creation of this policy through **termly** feedback, suggestion forms and/or discussions.

3.   Aims of the PSHE curriculum

3.1.   Students will learn to do the following:

- Understand what constitutes a healthy lifestyle.

- Understand how to stay safe and behave online.

- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

- Understand the law and consequences of risky behaviours.

- Develop responsibility and independence within school which they will take forward into society in their working lives.

- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

- Understand what constitutes 'socially acceptable' behaviour at school and in society.

- Be a constructive member of society.

- Understand democracy.

- Develop good relationships with peers and adults.

- Develop self-confidence, self-esteem and self-worth.

- Make positive, informed choices as they make their way through life.

- Understand that they have a right to speak up about issues or events, and to respect others' right to do the same.

4.   Teaching methods and learning style

Teachers are encouraged to develop a repertoire of flexible, active learning methods, which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives. Effective teaching and learning approaches include:

4.1.   Teaching is student-led with an emphasis on active learning techniques such as discussion, role play and group work.

4.2.   Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.

- No raised voices/shouting.

- No talking over people.

- Show respect for another's views, even when disagreeing with them.

- Keep comments subject-specific, as opposed to personal.

4.3.   Students learn research and study techniques and can engage in investigations and thought-provoking activities.

4.4.   Students are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.

4.5.   The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.6.   The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

4.7.   Students' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross-faculty involvement

5.1.   At Key Stage 3, PSHE lessons are timetabled into the curriculum. Students receive direct teaching of PSHE lessons via a fortnightly lesson that is taught by the timetabled subject teacher.

5.2.   At Key Stage 4, the school uses direct teaching via a fortnightly rolling programme of study. Students are taught by the same subject teacher for the majority of their PSHE lessons.

5.3.   In addition to their timetabled lessons, a weekly PSHE form tutor programme is also in place. Every week students will be provided with an activity that supports, builds on, or further enriches their PSHE curriculum offer. Key Stage 4 form tutors will also spend time with their groups consolidating knowledge from previous lessons, addressing any misconceptions, and measuring the extent to which students can apply this knowledge to situations.

5.4.   There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

6.1.   All staff are aware of what constitutes child-on-child 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.

- Youth produced sexual imagery

- Initiation/hazing type violence, intimidation and rituals.

6.2.   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.

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

6.4.   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 (Designated Safeguarding Lead), (or Deputy DSL). 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.

6.5.   Staff are aware of KCSIE (Keeping Children Safe In Education) 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 DSL) 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.

6.6.   The school will involve the DSL (or Deputy DSL) 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.

6.7.   Every PSHE and RSHE lesson reminds students how they can report any sensitive/personal issues or where to go if they want to talk about any of the issues raised in the lesson. Students are aware of how to raise concerns or make reports to their 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.

6.8.   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.

6.9.   The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers know how to address this within the lesson, and report to the DSL (or Deputy DSL) as a safeguarding concern.

7. Tailoring PSHE

7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations are made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.

7.4. All students with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school uses resources and activities adapted from Chameleon PDE in which all resources are aligned to PSHE Association Framework/ Programme of study PSHE, and are compliant with DfE guidance for PSHE.

8. KS3 and 4 programmes of study

8.1. Students will be taught the following:

● To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices

● About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.

● The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)

● The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities

● About the potential tensions between human rights, British law and cultural and religious expectations and practices

● About the importance of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored

● About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination

- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills

- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability

- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work

- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

- About different work roles and career pathways, including developing their own early aspirations

- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment

- Which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process

- The benefits of being ambitious and enterprising in all aspects of life

- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')

- About different types of business, how they are organised and financed

- To assess and manage risk in relation to financial decisions that young people might make

- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this

- To explore social and moral dilemmas about the use of money, including how the choices students make as consumers affect other people's economies and environments

- To evaluate their own personal strengths and areas for development and to use this to inform goal setting

- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace

- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)

- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

- About harassment and how to manage this (including in the workplace)

- How their strengths, interests, skills and qualities are changing and how these relate to future employability

- About the information, advice and guidance available to them and how to access it

- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)

- About the range of opportunities available to them for career progression, including in education, training and employment

- About changing patterns of employment (local, national, European and global)

- To take full advantage of any opportunities for work experience that are available

- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)

- About confidentiality in the workplace, when it should be kept and when it might need to be broken

- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities

- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)

- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices

- Their consumer rights and how to seek redress

9.   Assessment

9.1.   The school sets the same high expectations of the quality of students' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge students have previously acquired, including from other subjects, with regular feedback on their progress.

9.2.   Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where students need extra support or intervention.

9.3.   Students' knowledge and understanding is assessed through form tutors, and uses formative assessment methods such as discussion groups, case- studies and scenarios and quizzes, in order to monitor progress, and address misconceptions.

10.   Monitoring and review

10.1   This policy will be reviewed by the **headteacher** on an **annual** basis.

10.2   Any changes to this policy will be communicated to all staff and other interested parties.

10.3   The next scheduled review date for this policy is **annually during the summer term.**