

Earlscliffe (Earlscliffe Ltd)

Policy: PSHEE

Member of SLT responsible: Deputy Head (Academic) and Deputy Head (Pastoral & Boarding)

Date of review: November 2024

Date of next review: June 2025

Context and Rationale

This policy covers our school approach to Personal, Social, Health and Economic Education (PSHEE). A PSHEE programme for all students has been designed to reflect the aims and ethos of the school as a whole. It promotes wellbeing and supports both the academic and personal development of our students whilst creating an environment where students feel comfortable in their PSHEE education and can progress both as learners and in their character development.

Aims and Objectives

With the Department of Education requirement for all schools/colleges to actively promote Fundamental British Values (democracy; the rule of law; individual liberty; and mutual respect and tolerance), students will acquire a wider understanding of British values, culture and systems. Respect and inclusion are qualities we pride ourselves on, which are taught to all our students both in and out of the classroom, with equal opportunities for all regardless of age, gender, race, religion, disability, or any other protected characteristic as set out in the Equality Act 2010. Our student body represents a cross-section of cultural and social backgrounds, and during PSHE and in school life we foster an atmosphere of tolerance and mutual respect. By providing students with the knowledge, understanding, skills and attitudes to make informed decisions about their lives, they develop as distinctive individuals and are prepared for the opportunities and responsibilities of adulthood.

Legislation (statutory regulations and guidance)

This Policy complies with our statutory obligations to provide a PSHEE programme according to the Education Act 2002, the Children and Social Work Act, 2017, in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies to promote the wellbeing of pupils at school. Embedded within our PSHEE programme is Relationships and Sex Education, delivered in accordance with the statutory guidance from the DfE (2020) and as updated thereafter and the Children and Social Work Act, 2017.

Teaching Responsibility and Staff Training

The programme is led and taught by Mr Macgregor Campbell and supported by the whole Pastoral team. The teacher responsible for delivering PSHEE will receive training through a variety of sources such as the PSHE Association. When delivering PSHEE, staff will ensure lessons are taught in a way that is inclusive to all students, especially those identified as SEND who may be more vulnerable to effects of misinformation regarding PSHEE. Due to the small class sizes at the school, staff have an

intimate knowledge of student needs and will ensure that lessons are taught in a way that allows all students to access the content. This will include, but is not limited to, differentiated PSHEE material; time in lessons for students to process and reflect what has been delivered; and targeted questioning to informally assess student knowledge.

Entitlement and Equality of Opportunity

All staff and students are treated equally regardless of their sex, gender identity, pregnancy, race, educational needs, religion, disability, sexual orientation, nationality, ethnic or national origin, or social background. This PSHEE policy has been written in line with the schools equality policies. PSHEE is sensitive to the different needs of individual students and may evolve as the student population changes. At all times we aim to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial that lessons help students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. We teach in one of the most ethnically diverse countries in the world and in a class we have students from a wide variety of cultures and faiths. These cultures and faiths often hold strong views about cultural norms and judiciary processes. It is essential that we are sensitive to these views whilst ensuring that students have access to the learning they need to stay safe, healthy and understand their rights and the rights of others as individuals. PSHEE lessons will cater for all students and will be respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be “emerging”. PSHEE will be sensitive to the different needs of individual students and may adapt and evolve over time.

Creating a Safe and Supporting Learning Environment

PSHEE and RSE often draw on students’ real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHEE and RSE will ensure students who indicate they may be at risk receive appropriate support by liaising with the appropriate member of the pastoral team and adhering to the school’s Safeguarding Policy. If a student makes a disclosure this will be supported by the Designated Safeguarding Lead (DSL) or by a Deputy Designated Safeguarding Lead (DDSL). When using external speakers to deliver aspects of our PSHEE programme we will ensure that school procedure is followed - all guest speakers will be required to share their material with the PSHEE teacher and the Deputy Heads prior to delivery of teaching.

Cross-curricular links and delivery in other lessons

Explicit links made between subjects and PSHEE aims are integrated across the curriculum. In all classes the values of respect, good teamwork, individuality and personal responsibility are encouraged. A few examples:

- Students are encouraged to enjoy and achieve by celebrating their successes and sharing their skills and talents
- Presentation and performance skills are taught for presentations at Forum; students participate in LAMDA Public Speaking lessons and competitions and an annual COP event

- Work on healthy eating and sun protection are shared by the school nurse during Forum and one to one or group sessions with students
- History, economics and politics supports many objectives of citizenship as students are encouraged to take a well informed and critical view of domestic and world events and demonstrates the basis on which British institutions were founded
- English stimulates reflection upon philosophical and cultural issues such as tolerance, diversity, respect and spirituality
- Geography allows students to explore different countries and compare their political, cultural and religious practices with those in Britain

Extra-curricular links and delivery outside the classroom:

Elements of the PSHEE programme are supported during students' experiences through extra curricular activities and trips.

The varied programme of clubs and other extracurricular opportunities respond to the needs and requests of students. Many support and develop knowledge and skills initially delivered in PSHEE and offer further opportunities for active citizenship. For example:

- INTERACT
- The Duke of Edinburgh Award (Bronze and Silver) offers opportunities to develop skills, contribute to the wider community, enjoy achievement and safe and healthy living.

Intended Outcomes

The school aims for each student to strive to improve their character education through PSHEE. Every student across all year groups is provided with guidance and advice to encourage their Spiritual, Moral, Social, And Cultural Development (SMSC). This means teachers aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the law
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- provide students with a broad general knowledge of public institutions and services in England
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

At all levels students are supported and encouraged to:

- take responsibility
- develop respect for their peers, the school and community
- feel positive about themselves
- develop healthy relationships

- make choices and decisions
- meet and work with other people
- consider social and moral dilemmas
- find information and advice
- prepare for change
- develop study and communication skills
- receive information and advice about careers

Sixth Form

PSHEE in the Sixth Form builds upon the strengths, experiences and previous knowledge. The experiences are designed to promote a wide variety of issues and themes ranging from relationships and sex education, to drugs education, raising awareness of online safety, healthy lifestyles and emotional wellbeing. Following such sessions, students can meet with their Senior Tutor and House Manager to discuss and reflect on the topics covered when appropriate and also have the opportunity to discuss such issues with their subject tutors as appropriate. Senior Tutors meet regularly with students individually or in small groups to discuss issues they may not wish to raise during designated time and Senior Tutors and House Managers are able to support students on a wide variety of individualised issues or guide them to where support and further information are available.

Involving Parents and Carers

We are committed to working with parents/carers, who play a key role in supporting the PSHE/RSE programme by communicating with parents to advise and share with them the RSE and PSHE provision. Parents may elect for their child not to access the RSE programme or part of that programme. We will explain what sessions parents/carers have the opportunity to withdraw their child from. If a parent/carer opts to withdraw their child from a specific session we will explain their options and arrange a conversation with their child's Senior Tutor. What we teach and how we teach it, however, is decided by the school and consultation does not provide a parental veto on curriculum content or delivery.

Monitoring

The PSHEE policy will be monitored by the Deputy Head (Pastoral & Boarding) and Deputy Head (Academic). The opinions of staff, students and parents will also inform future planning to ensure that the delivery of PSHEE continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

Evaluation

Assessment, progress and evaluation of PSHEE provision is carried out informally through teacher observation and feedback on class work and by more formal assessments.

PSHE policy review

This policy will be reviewed as required to ensure it is in line with current DfE advice and guidance and to ensure that it continues to meet the needs of students, staff and parents. The next formal review will take place in June 2025

Links to other school policies and areas of the curriculum

This policy supports/complements the following policies:

Relationships & Sex Education

Safeguarding

Equal Opportunities for Students