

GORDON'S SCHOOL

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) POLICY

The core principle that guides everything we do is **Putting Students First**.

1. Introduction

- 1.1 This policy covers Gordon's School approach to delivering and providing a comprehensive programme of PSHE and Citizenship (see separate Policy). Our PSHE and Citizenship education programme is underpinned by the school values of developing world class, global citizens with the character, competence and confidence to discover their talents and interests to the highest possible standard, enjoy healthy lifestyles and make positive contributions to the lives of others.
- 1.2 The PSHE programme contributes in a substantial way to promoting the wellbeing, spiritual, moral, cultural and physical development of our students and ultimately prepares Gordon's students for the opportunities, responsibilities and experiences of later life.
- 1.3 The Head of PSHE has produced this policy through consultation with the Head Teacher, Deputy Heads, Head of Sixth Form, the school nursing team, Safeguarding Lead, Online Safety Coordinator, SENCo and Assistant Heads (Pastoral), most of whom are involved in the delivery of the PSHE programme through their various responsibilities beyond the timetabled curriculum.
- 1.4 Students have been involved in the creation of this policy through the collection of feedback at the end of schemes of work, Academic Council and guest speakers. Student's views are also collected at termly Boarders' Council meetings and taken into consideration when planning the PSHE programme. 6th Formers are also consulted and review the programme to ensure topical issues are covered in a timely and appropriate manner.
- 1.5 We continue to create a safe learning environment in PSHE lessons, establishing clear ground rules and discussing confidentiality in PSHE, ensuring it is understood by students and PSHE teaching staff. This policy is informed by the Gordon's School Safeguarding Policy.
- 1.6 Our PSHE programme promotes the needs and interests of all students and this policy has been informed by the Gordon's School Equality and Diversity Policy. The delivery of PSHE will consider the age, ability, readiness and cultural background of our students, ensuring everyone can fully access our PSHE provisions. Our PSHE education programme promotes diversity and inclusion by considering all students needs and we expect our students to consider the needs of others by being respectful and mindful of 'difference'.
- 1.7 We recognise the right for all students to have access to PSHE education which meets their needs. We will ensure that students with SEND receive access to PSHE through a carefully planned programme that includes differentiated learning opportunities that allow all students to access the lesson. The Head of PSHE will also share Long-Term PSHE Plans with the SENCo to ensure the needs of individual students are met. Where possible, the SEND Department will support PSHE lessons by running workshops that ensure all students make progress and have access to key information and support. Where possible, LSAs will provide support in PSHE lessons. We recognise that students should not be withdrawn from PSHE lessons, to catch up on other national curriculum subjects, as aspects of personal and social development are important to all students, as much as their academic achievements.
- 1.8 This policy is available, to parents and guests, via the school website (PSHE & Wellbeing)

2. The Curriculum

- 2.1 Our PSHE programme provides opportunities for students to develop their knowledge and understanding of core themes:
 - Health & Wellbeing
 - Relationships & Sex Education
 - Living in the Wider World (including careers education)

- Citizenship
- Staying safe on and offline

2.2 During Key Stage 3 students build upon the knowledge and understanding, skills, attributes and values they have acquired at Primary School. Our PSHE education programme acknowledges and addresses the changes young people may experience, including transition to secondary school, changes of adolescence and increasing independence. Our PSHE programme teaches our students the knowledge and skills they will need to equip them for the opportunities and challenges of life. During Key Stage 3, students learn to manage diverse relationships, navigate their online lives, and the increasing influence of their peers and the pressures of the media.

Age appropriate learning opportunities at Key Stage 3 include:

- learn about themselves as individuals and as members of communities (self-concept)
- become more self-aware through Self-Science lessons, which promote Character Education
- mental health and wellbeing (including awareness of the NHS 5 steps to wellbeing)
- healthy lifestyles (including the importance of sleep, exercise and healthy eating)
- puberty and sexual health (including menstrual wellbeing, how to manage physical and mental changes that are a typical part of growing up)
- drugs, alcohol and tobacco
- managing risk and personal safety (including online safety, exploring the risk associated with gambling and managing peer pressure)
- positive relationships
- relationship values
- forming and maintaining respectful relationships
- consent
- contraception and parenthood
- bullying, abuse and discrimination
- social influences
- learning skills
- choices and pathways
- work, careers and employability
- financial choices
- media literacy and digital resilience
- basic first aid skills

2.3 During Key Stage 4 students broaden their knowledge and understanding, extend and practice skills, and further explore attitudes, values and attributes acquired during Key Stage 3. Our PSHE programme reflects the fact that our students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Age appropriate learning opportunities at Key Stage 4 include:

- self-concept (including the ability to assess personal strengths and identify areas of personal development, body image and managing external influences)
- self-Science (developing assertiveness and building resilience)
- mental health and emotional wellbeing
- health related decisions
- drugs, alcohol and tobacco (including addiction, habits, seeking help and wider risks on personal safety, career, relationships and future lifestyle)
- managing risk and personal safety (including new social settings, workplace, online and gambling)
- basic first aid (including CPR and use of defibrillators)
- sexual health and fertility
- positive relationships (including romantic and sexual attraction, pornography, the characteristics of positive relationships, recognising unhealthy relationships and where to seek help)

- relationship values (including how their values influence their decisions, understand the role of faith and cultural practices and belief concerning relationships and sexual activity)
- forming and maintaining respectful relationships (including managing grief, the impact of changing relationships, legal and ethical responsibilities and recognizing unwanted attention)
- consent
- contraception and parenthood
- bullying, abuse, harassment and discrimination
- social influences
- employability skills, work and careers (including information, advice and guidance related to their next steps and careers, employment rights and responsibilities)
- financial choices (including managing risk, making informed financial decisions and evaluating financial advantages)
- media literacy and digital resilience

2.4 The PSHE programme at Key Stage 5 prepares our students to manage their current lives and enables them to lay the foundations for managing future experiences. Students continue to learn about core themes in relation to young people's current experience, real-life relevance as well as building upon the knowledge acquired throughout Key Stage 4. However, as we welcome many new students into our 6th form, our Key Stage 5 PSHE provisions enable students to revisit previous topics, however it does so by connecting with contexts and case studies that are relevant to this age group, such as workplace. Key Stage 5 represents the last learning opportunity to ensure our students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

- Self-concept (including managing transitional phases in life)
- Mental health and wellbeing (including common mental health issues)
- Healthy lifestyles (including cancer awareness, accessing reliable sources of information, evaluate media messages regarding health and how to maintain work-life balance)
- Managing risk and personal safety
- Sexual health (including selecting appropriate forms of contraception, reducing the risk of STIs and taking responsibility for their own sexual health)
- Drugs, Alcohol and Tobacco (including managing use in relation to health, understanding the impact on decision making, personal safety, looking out for friends and being a passenger with an intoxicated driver)
- Relationship values (including prejudice and discrimination and faith and culture)
- Forming and maintaining respectful relationships (including managing mature relationships, making new friends, online relationships, explore different levels of emotional intimacy, negotiating difficult relationships and workplace relationships and boundaries)
- Consent (including moral and legal responsibilities, understand the emotional, social, physical and legal consequences of failing to respect others' right not to give or withdraw consent)
- Contraception and parenthood (including acknowledging changes in fertility with age, the advantages of delaying conception, negotiating the use of contraception with a sexual partner, evaluate means of contraception, getting advice and support quickly)
- Bullying, abuse and discrimination (including recognising and managing different forms of abuse, healthy and unhealthy relationships, online relationships, sources of support and strategies to de-escalate and exit aggressive social situations, celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination)
- Next steps available – choices and pathways
- Work and career (including CV and interview skills and competing in a global economy)
- Employment rights and responsibilities (including the role of HR and professional conduct)
- Financial choices (including expenditure, budget for changes in circumstances, savings and accessing appropriate support)
- Media literacy and digital resilience (including managing online safety, challenging online content that could affect their personal / professional reputation, recognising benefits and limitations of social media, becoming a critical consumer and when / how to report and access help in relation to extremism and radicalisation)

- 2.1 Long-term and Medium-Term planning documents are reviewed throughout the year and held on sharepoint

3 Timetabling and delivery

- 3.1 We allocate 55 minutes curriculum time a week to PSHE education across all three key stages.
- 3.2 Our PSHE education programme is mapped and planned effectively. A 'spiral programme' ensures learning is organised into a series of reoccurring themes, which students experience every year. Throughout each Key Stage, the level of demand increases and learning is progressively developed. All lessons include age appropriate content and resources that have typically been approved by the PSHE Association.
- 3.3 Our PSHE programme is enriched by guest speakers. For example, Emma Cole (HIV/AIDS), Epic Gambling (Gambling Awareness), Bob Tait (Drugs Education), The Boobettes (Breast Cancer Awareness), Brook (pornography) and First Give (Philanthropy Programme). The school nurses are also used at various points throughout the year with regards to the delivery of RSE lessons (including condom demonstrations, puberty and menstrual wellbeing) and basic first aid. When using external speakers to deliver/support aspects of our PSHE education programme, we ask teachers manage learning, and ensure learning objectives and outcomes are agreed with the visitor in advance. Teachers will always be present to manage learning and ensure the learning environment is safe.
- 3.4 PSHE provisions are further supported at Gordon's School by our assembly Rota, Chapel, tutor time, whole-school career provisions, trips, societies (including LINK) and parent talks.
- 3.5 Parents are informed about schemes of work via school comms and often links to further information and support are shared. Parents can also access the key stage long-Term plans via the school website.
- 3.6 At the start of the year, students are provided with an appropriate curriculum map which outlines their PSHE journey. The class teacher is expected to ensure students stick this into their PSHE books and to ensure the purpose of the lesson is made clear, linking it to the bigger picture.
- 3.7 As a result of our PSHE programme, our students will actively engage in learning, rather than passively receive information, thus allowing students to consider and clarify their views and beliefs and to rehearse and develop enquiry and interpersonal skills. Students engage with a comprehensive, balanced and factual information to inform their present and future choices.
- 3.8 Teachers will ensure sessions, including those on risky behaviours and sensitive issues, remain positive in tone by avoiding the use of 'shock tactics' and scaring students. We will reassure students that most young people make positive and healthy lifestyle choices, whilst appropriately addressing potential consequences of lifestyle choices.
- 3.9 The PSHE teaching team will make links to other areas of the curriculum by highlighting where students may cover similar topics (also identified on Medium Term plans)

4 Monitoring and Assessment

- 4.1 Students' learning and progression is monitored in PSHE through a series of methods which enable students and their teachers to assess what has been learnt, and how learning and understanding has progressed.
- 4.2 We will evidence students learning and progression using baseline assessments, which are revisited at the end of a topic. Students will also be given the opportunity to complete end of topic review sheets, or short summative knowledge assessments which will be stuck into their books when given.
- 4.3 PSHE staff are responsible for monitoring students' engagement and classwork, as per the Gordon's School marking policy. This includes, the use of purple pen and 'loop closed' stamp when appropriate to do so.

5 Teaching responsibility and staff training

- 5.1 The PSHE programme is led by the Head of Personal Development and taught by a team of PSHE teachers, who are typically asked to teach PSHE as a second subject.
- 5.2 Teachers responsible for the delivery of PSHE will be offered training to help them successfully and confidently deliver lessons.

6 Confidentiality and handling disclosures

- 6.1 Teachers are expected to set ground rules, which are created with their class, at the start of the year. These rules are revisited at the start of every lesson.
- 6.2 PSHE teachers will ensure confidentiality by only discussing questions raised and student concerns / safeguarding issues with the Head of PSHE/DSL.
- 6.3 We will allow students to ask anonymous questions by issuing post-it notes and the use of 'ask it baskets' in PSHE lessons.
- 6.4 Students' questions will be answered by their PSHE teacher, however students will be reminded that they may need time to respond to their question, giving them time to consult with the Head of PSHE if they are concerned about the nature of the question or DSL if the question raises a potential safeguarding issue. Teachers are also encouraged to work with colleagues, if necessary, to construct an appropriate answer.

7 Links to other school policies

- 7.1 This policy compliments and supports whole-school policies, including:
- Child Protection and Safeguarding
 - Relationships and Sex Education
 - Anti-Bullying
 - Cyber-Bullying
 - Safer Use of Technology
 - Equality Diversity Cohesion
 - Drugs
 - SEND

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