



## Hednesford Valley High

# Personal, Social, Health, Citizenship and Economic (PSHCE) Education Policy

**\*\* Awaiting Governor Approval \*\***

**Reviewed by:** Chris Wall

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## **1. Rationale**

Personal, social, health, citizenship and economic education forms a vital part of any student's learning journey, helping them to understand who they are and their place within society and equipping them with key knowledge and skills that they will need to navigate through their life as independently, as successfully, and as safely as possible.

At Hednesford Valley High School we value true consultation with all stakeholders, which was carried out via meetings, questionnaires and informal discussions. The results of the consultations have helped to shape this policy so that it best meets the needs of the students and the community as a whole. Parents felt that PSHCE should be covered through a combination of discrete lessons and through the rest of the curriculum as a whole. Parents also felt that it was especially important to teach students about mental health, personal safety and risk management and friendships and bullying. These aspects will be covered in the curriculum on a spiral basis, with students re-visiting them as they go through the school. Parents also felt that it was specifically important for students to be shown "how to use personal hygiene products, including sanitary wear" as appropriate, and for students to be specifically shown "how to use items for safe sex". These will be included in the curriculum.

This policy is for staff to help them to decide the boundaries and scope of the teaching they are planning to carry out which falls under PSHCE discretely or as part of the wider curriculum. It is also for visiting speakers to ensure that they match the intent of the school when delivering content relating to PSHCE. Finally the policy is for parents / carers so that they may understand what the school is teaching their child in relation to PSHCE, why the school is teaching those things and how the school is delivering the education.

## **2. Legislation and Guidance**

The majority of the PSHCE curriculum must cover all elements listed in the [statutory guidance for relationships and sex education and health education \(2019\)](#), unless these are covered elsewhere in the curriculum. The following statutory guidance documentation are also relevant and have been taken into account when writing this policy:

[Education Act 2011 \(legislation.gov.uk\)](#)

[Keeping Children Safe in Education](#) (statutory guidance)

[Equality Act 2010 and schools](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Alternative Provision](#) (statutory guidance)

We have also used guidance available from the [PSHE Association](#), whom the government provide grant funding to for this purpose.

## **3. PSHCE Curriculum Intent**

PSHCE at Hednesford Valley High School aims to give students the knowledge and skills they need in order to live their lives as independently, as safely and as successfully as possible, to understand who they are and their place in society and where they want to be in the future. We want students to experience and encounter real-world examples of life skills and to learn and practice living skills both within and outside of school. We want students to be able to make informed choices about a range of different aspects of their lives, understanding the impact these choices may have on themselves and others around them. We want to ensure that students are always inquisitive, not frightened to ask questions or seek help, to be ready to learn, ready for life.

#### **4. PSHCE Curriculum Delivery**

PSHCE at Hednesford Valley High School will be delivered to students through a personal development day on Friday's which will include assemblies, discrete PSHCE lessons, special events, and a carousel of personal development activities, such as; volunteering, living skills, personal care, creative experiences, healthy lifestyle activities, community engagement, enterprise activities, but also through the rest of the existing curriculum, especially, but not limited to Science, Religious Education, Physical Education, Food Technology, Computing, Living Skills lessons, and activities, and extra-curricular clubs, and via staff and student modelling of correct behaviours and skills, through encouragement and prompting as needed to ensure that all students follow the values of the school;

Teamwork

Respect

Independence

Confidence

Kindness

**Aims - The intended learning outcomes of our PSHCE programme are for students to:**

- Know who they are, what they feel about important topics and belief systems
- Understand how to keep themselves safe in different situations
- Understand how to keep themselves healthy and happy, physically and mentally
- Understand how to ask for help and who the most appropriate people are in certain circumstances
- Understand their basic rights as a human being and as a citizen of the United Kingdom
- Understand their responsibilities as a citizen, to treat everyone with respect, fairly and equally, and to follow relevant rules and laws.

#### **5. Teaching PSHCE**

- Each lesson will have the intended differentiated learning outcomes made clear at the beginning.
- Lessons should start with a recall of previous learning.
- Lesson activities should be well planned and differentiated to meet the needs of all learners.
- New learning should be connected to previous learning.
- New language should be introduced to students with meanings.
- Students should have new knowledge or skills explicitly taught with opportunities given for students to practice new knowledge and skills under the direction of staff.
- Students should be challenged to use new knowledge and skills to demonstrate understanding.
- Lessons should be asked to recap the lesson's learning.
- Staff should set ground rules that create a safe and secure learning environment, where students are comfortable to share their opinions and answers.
- Where staff feel it is appropriate external visitors can be requested to come into school to deliver specific parts of the curriculum, but this must be agreed by the senior leadership team in advance.
- Staff will be trained to keep their subject knowledge up to date.

## **6. Safeguarding Considerations**

In order to make the learning experience as relevant and as productive as possible staff will create a climate of learning where students are able to share their honest thoughts and opinions. This will enable students to ask questions that they may have previously felt uncomfortable in doing, the students will gain new knowledge and understanding of themselves and how the social world works during these processes. It is possible that in this environment that students could disclose information that may relate to sensitive and highly personal circumstances or incidents. Where there is concern from staff about the wellbeing of the student because of a disclosure then staff are trained and expected to follow up that concern through the school's safeguarding policy.

## **7. Equality and Diversity**

The Equality Act 2010 states that schools must make sure that no student is disadvantaged or discriminated against in their access to any part of the school's curriculum. As a maintained secondary school for students with special educational needs, we take this responsibility particularly seriously, and the curriculum has been designed with this in mind. Students will be taught that all people regardless of race, colour, religion, language, disabilities or sexual orientation should be treated with the respect that they would want others to show towards themselves. In addition to this all teaching staff are expected to modify learning opportunities so that the needs of all learners are met and so that all learners can access all parts of the curriculum.

## **8. Assessment**

Students' PSHCE progress will be assessed using the model of ASDAN Lifeskills challenges where students will be assessed as completing outcomes at a level appropriate to their current progress in their areas of personal development. Once they have completed a set of outcomes they will be judged as having completed a 'Challenge' at that level.

It is anticipated that students progress over the years to successively higher-level challenges, for example in year 7 a student may complete a challenge in functional life skills at pre entry level, then in year 9 they may have progressed to complete functional life skills at entry level 1, and by year 11 entry level 3.

Students will receive certificates at the end of each term to show the progress that they have made in their personal development and successes will be shared in the assemblies.

## **9. Links to Other Policies**

This policy should be read and considered in conjunction with other school policies, especially the following policies:

- Access and Inclusion Policy
- Alcohol and Substance Misuse Policy
- Anti-Bullying Policy
- ASC Policies
- Behaviour Management Policy
- Careers Policy
- Curriculum and Timetable Policy
- Disability Policy
- Drug Misuse Policy
- Drugs Policy
- E-Safety Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Mobile Devices for Students Policy
- Preparing for Adulthood Policy
- Presentation, Marking and Feedback Policy
- Preventing Extremism and Radicalisation Policy
- Race Equality Policy
- Relationship and Sex Education Policy
- Safeguarding Children and Vulnerable Adults
- Self-Harm or Disclosure of Intent to Commit Suicide Policy
- Special Educational Needs Policy
- Social, Moral, Spiritual and Cultural Policy
- Social Media Code of Conduct for Parents-Carers

## **10. Dissemination and Review**

This policy will be distributed to all staff and governors through email / SharePoint and briefings. The policy will also be made available on the school website so that parents and carers and external agencies can access it freely.

The policy will be reviewed annually, see front page for details.