

PSHE Policy

Approved by:	Reigate School Full Governing Board	Date: 1 st July 2020
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Last reviewed on:	1 st July 2020
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Next review due by:	July 2021
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1. Aims

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Reigate School we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and values of Kindness, Friendship, Resilience, Curiosity and Respect.

Our PSHE programme (called 'Life Skills' in the school curriculum), is rooted in our school values, aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Reigate school through:

1. Promoting their spiritual, moral, cultural, mental and physical development
 2. Preparing them for the opportunities, responsibilities and experiences of later life.
- (Education Act 2002/ Academies Act 2010)

The teaching of PSHE will support our school community values of Respect, Friendship, Resilience, Curiosity and Kindness.

2. Statutory requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that will come into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', our PSHE revised curriculum subjects will be:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). You can access our RSE Policy here which details a parent's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

This policy also complies with the terms of our funding agreement.

Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Please refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

All current children have been consulted on the topics they would like to be taught in their PSHE lessons from September 2020. Please see 'Monitoring arrangements' below for how we aim to continue to use Student Voice to influence our planning and delivery of PSHE content.

3.2 How we teach it

Children in Key Stage 3 are timetabled for a 1 hour weekly PSHE lesson and children in Key Stage 4 are timetabled for a 1 hour fortnightly PSHE lesson. We aim to supplement these timetabled lessons with Drop Down Days where children will have the opportunity to explore key topics in depth over a longer period of teaching time.

Each PSHE lesson is planned and tailored to the needs of our children at Reigate School. Lessons are created and delivered by the co-Heads of Department alongside a committed team of existing teachers. All lessons are in line with our long-term PSHE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Paid school membership to the PSHE Association has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.

To facilitate children's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;

- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE;
- Reigate School leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

4. Roles and responsibilities

4.1 The Governing Board

Reigate School's Governing Board will approve the PSHE Policy, and hold the Head of School to account for its implementation.

4.2 The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Lessons are created and delivered by the co-Heads of department (Catherine Woodcock and Kate Wescott), alongside a committed team of existing teachers.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Matt Alexander as Head of School, Chris Harvey as PSHE Department Line Manager, Catherine Woodcock and Kate Wescott as co-Heads of PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?

- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of PSHE and drop down sessions, regular review of the PSHE Policy, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Lesson observations
- Parent, staff and student surveys

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Full Governing Board.

APPENDIX 1: SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW – COMPETENCIES-BASED MODEL

Reigate School PSHE programme of study: Long term plan

Highlighted topics include sex education and are identified as lessons that children can be withdrawn from by parents\carers.

Sex education may arise in other topics to build on previous learning or through a question asked by one of the class but, this will not be the main component or focus of the lesson.

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	<p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> Values and respect in school Making and maintaining friendships Personal identity (online and offline) Phone use Online communication 	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> Identifying and challenging bullying Values and respect for others Learning skills and teamwork 	<p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid Online footprint Sharing images online
Year 8	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> Managing online presence Digital and media literacy <p>Developing goal-setting, and decision making:</p> <ul style="list-style-type: none"> GCSE options 	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality Questioning the world around us: developing a voice for change 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Drugs and alcohol Resisting peer influence Online choices and influences 	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work 	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity Introduction to contraception

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 9	<p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> Sources of careers advice to include: Education expectations 16-18yrs The path to College The paths to apprenticeships The paths to University Studying abroad Employability 	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies 	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt 	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid
Year 10	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> Managing mental health concerns Managing screen time Time management 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment 	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> College interview preparation
Year 11	<p>Drop Down Morning Relationship and Sex Education:</p> <ul style="list-style-type: none"> Knowing your body and understanding the bodies around us, gender identity and tackling societal expectations surrounding gender. Careers Options available to you after your GCSEs, preparation for possible interview questions in college interviews. 	<p>Drop Down Morning TBC</p>	<p>Drop Down Morning TBC</p>	<p>Drop Down Morning TBC</p>		