



POLICY - PSHE

1. Aim:

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The aims of personal, social, health and economic (PSHE) education in our school are for our pupils to embrace the challenges of creating happy and successful adult lives, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self belief. High quality, informed teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

Review: Every 2 years, or if government guidelines change

Approved by Governors on 15/11/23

Signed: Chair of Governors

A handwritten signature in black ink that reads 'M. C. Pook'.

Headteacher

A handwritten signature in black ink that reads 'K. Higham'.

Review date: November 2025

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Primary:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

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

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. Explain where you can find this policy here.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each Key Stage.

3.2 How we teach it

- Primary will receive weekly PSHE lessons led by the class teacher.
- Secondary pupils will receive two 45 minute timetabled PSHE lessons. The curriculum is informed by the PSHE Association SEND framework.
- There will also be other opportunities each week for aspects of the PSHE curriculum to be taught during, Project, Thrive, drama and RE lessons.
- Sixth form pupils will receive weekly lessons following the ASDAN PSHE Short Course curriculum. This will be substituted with a further PSHE curriculum designed by Crowdy's Hill School to meet the needs of our sixth form learners.
- Our curriculum will be supported by termly assemblies led by staff and pupils with key themes from the PSHE curriculum, including friendships, bullying, internet safety, keeping healthy, taking care of the environment, self awareness.
- During the course, pupils will be able to ask questions, which will be answered factually and in a developmental age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between staff and pupils is vital to successful and effective teaching and learning within this subject.

- Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at Crowdys Hill will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law.
- Staff will use their professional skills and discretion before answering questions, they will endeavour not to allow their personal beliefs and attitudes influence teaching. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.
- Staff at Crowdys Hill are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy.
- The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.
- Staff at Crowdys Hill are aware that PSHE is a particularly important subject to our pupils due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.
- Pupils progress will be rag rated against the PSHE Association SEND Framework criteria along with examples of learning. This evidence will be recorded using our school assessment system, BSquared.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The governing board will ensure:

- All pupils make progress in achieving the expected educational outcomes.
- All aspects of PSHE are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents/carers on the subject content.
- PSHE is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4.2 The headteacher

The headteacher 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

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 Joanne Brierley, Lisa Baptiste and SLT through:

- Learning walks
- Work scrutiny
- Student voice

This policy will be reviewed by Joanne Brierley and Lisa Baptiste annually. At every review, the policy will be approved by the governing board and Kate Higham, headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Safeguarding Policy

SEN Policy

Behaviour policy

Anti-bullying policy