



## PSHE Policy

<b>Reviewed by:</b>	Louisa Skinner, Executive Principal
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<b>Approved by:</b>	Tracey Storey, CEO

## Aims of PSHE

Belgrave School aims to teach Personal, Social and Health Education to our learners in an age appropriate and developmentally appropriate way. PSHE will cover teaching of the Relationship, Sex Education.

PSHE makes a significant contribution to the promotion of young people's personal and social development, enables them to know how to stay safe and healthy and teaches them how to manage their academic, personal, and social lives in a positive way. Through the promotion of PSHE, skills are developed that our learners need for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people build their personal identities, confidence, and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise their emotions and to communicate positively in a range of different scenarios.

The PSHE curriculum will support the 'Personal Development' and 'Behaviour and Attitude' aspects required under the inspection framework, as well as contributing significantly to our safeguarding, equity, diversity and inclusion, and British values duties.

## Safeguarding and Responsibility

PSHE offers an opportunity to work with learners' real-life experiences, and it is key that both staff and learners are protected in these lessons. A safe and supportive environment is created using ground rules.

- Listen to each other (only one person talks at a time).
- Keep to time.
- Challenge the statement; not the individual making it.
- The 'right' not to answer questions.
- No personal questions to be asked by learners or tutors.
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to privacy.

Many issues covered in PSHE are of a sensitive nature. The ground rules provide a safe working environment for both learners and staff. All staff at Belgrave School receive safeguarding training. Due to the nature of the topics covered in the PSHE education programmes, all staff are made aware of school's guidelines on confidentiality and disclosure and will consult with the Designated Safeguarding and Prevent Lead if any disclosures are made.

## Curriculum

To ensure both progression and coverage of the statutory curriculum, we use the PSHE Association's SEND model. Delivery of PSHE (and RSE) is embedded within the wider curriculum but the primary timetabled subject areas are:

- PSHE.
- Science.
- ICT.
- Life Skills and Careers.

Aims of the PSHE curriculum are to cover the following aspects developing necessary skills and attributes including self-esteem, resilience, risk management and teamwork:

- **Healthy Lifestyles** (being and keeping healthy, physically, and mentally).
- **Self-care, Support and Safety** (looking after myself and keeping safe; aspects of Relationships and Sex Education).
- **Managing Feelings** (understanding feelings, and that how I feel and how others feel affects choices and behaviour; Relationships and Sex Education).
- **Changing and Growing** (how I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education).
- **Self-Awareness** (me, who I am, my likes, dislikes, strengths, and interests).
- **The World I Live In** (living confidently in the wider world, British values, democracy, human rights, citizenship, employability skills and career exploration/progression).

There are opportunities for both KS3 and KS4 to work towards accredited qualifications.

## Assessment

Learners' skill and understanding will be assessed throughout the sessions using a variety of formative and summative assessment methods. Delivery of PSHE utilises a wide range of teaching and learning methods including debate, discussion, hands on practical activities, "expert" guest speakers and off-site visits. Summative assessment is captured within bespoke subject specific workbooks, assessed by the teacher, and recorded on a progress tracker at their level using a RAG rating system to ensure that each learner accesses the broad curriculum offer at their level.

Accredited work is captured within a portfolio and assessed against the Awarding Body standards. This is subject to internal quality assurance prior to submitting to External Quality Review and certification claims.

## **Roles and Responsibilities**

### **The Principal**

It is the responsibility of the principal to ensure that PSHE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw learners from non-statutory components of RSE.

### **Staff**

The staff are responsible for:

- The delivery of PSHE and RSE in a sensitive way.
- Modelling positive attitudes to PSHE and RSE.
- Monitoring progress.
- Responding to the needs of individual learners.
- Responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching PSHE or RSE are encouraged to discuss this with the principal. All learners have special educational needs and an EHCP. To make sure learners can access learning in the classroom, resources will be adapted as appropriate to address the learning needs of children for them to have full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum.

### **Learners**

There is an expectation that all learners will fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

### **Parents**

All parents have access to the PSHE and RSE policy and are invited to give feedback directly to the school and participate in surveys and questionnaires as part of our consultation process.

### **Equity, Diversity, and Inclusion**

The school promotes respect and value for each individual learner. The DfE Guidance 2019 (p.15) states, *"schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics"*.

We respect the right of learners, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

We will not treat learners with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably.

We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.

### **Parents' Right to Withdraw**

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the learner's educational file. The principal will discuss the request with the parents and take appropriate action. Alternative work will be given to learners who are withdrawn from sex education.

### **Training and Monitoring Arrangements**

Staff receive continuing professional development as part of the PSHE/RSE curriculum. The principal will also invite visitors from outside the school, such as school nurses and local authority professionals, to provide support and training. The delivery of PSHE, including RSE, is monitored by the senior leadership team through curriculum planning and quality assurance processes.

### **Links to Other Policies**

This policy is to be read in conjunction with the following:

- Keeping Children Safe in Education 2025
- Equality Act 2010
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Safeguarding and Child Protection Policy
- Confidentiality Policy
- Anti-Bullying Policy

### **Assessment**

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