



Durham High School

PSHCCE Policy

This policy applies to the Whole School and is published to parents and pupils

Reviewed: September 2022
Next review: September 2023

This policy should be read in conjunction with: Careers Education and Guidance Policy; Equality Policy; Child Protection and Safeguarding Policy; Child protection and Technology policy; Antbullying Policy; Teaching and Learning policy; Spiritual and Moral Policy; Senior Department Curriculum Policy; RSHE Policy; SEND Policy.

Context

At Durham High School we recognise that our pupils are growing up in a rapidly changing society and world. This can present our pupils with a range of complex challenges and new opportunities. We want our pupils to acquire the knowledge, understanding and skills to manage their lives, both now and in the future. To help pupils develop the qualities and attributes required for them to thrive as individuals, family members and members of society, we ensure each pupil has access to Personal, Social, Health, Careers, Citizenship and Financial and Economic Education (PSHCCE) as part of the taught curriculum.

PSHCCE Education helps all young people, from the highest achievers to those who may be vulnerable or feel excluded, to achieve their full potential.

Durham High School believes that in order to raise standards, we must provide a safe, positive and supportive learning environment for staff and pupils alike. We believe that success is an attitude and that we must create an environment in which pupils and staff can flourish.

Aims

This policy covers the PSHCCE delivery in both Pre-Prep and Prep Departments and Senior Department. It covers all key stages. This policy is available on the School Website. The policy will be available to parents and carers through the School Website.

The overarching aim for PSHCCE education is to provide pupils with:

- Accurate and relevant knowledge opportunities which develop into personal understanding. Pupils will be provided with opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. They will explore the skills and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Because PSHCCE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all is important. We aim to create a safe and supportive learning environment by delivering PSHCCE, sometimes with emotive and sensitive topics at the heart of the lesson, during tutor times. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through the pastoral care team. In the course of PSHCCE education sessions with their tutor, pupils may indicate that they are vulnerable or at risk. It is important to note that staff training in safeguarding/child protection is paramount to ensure clarity about what is required in such circumstances.

- We promote the needs and interests of all pupils, irrespective of culture, ability or aptitude. The teaching of PSHCCE will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access the PSHCCE education provision. Parents have a right to withdraw their children from non-statutory elements of the Relationships and Sex education (those parts not within the national curriculum science programmes of study). If a parent/carer requests their child to be withdrawn, alternative work and environment will be provided for that child.
- We promote social learning and expect our pupils to show a high regard for the needs of others by working in pairs/groups/class discussions. During PSHCCE, pupils work within Tutor Groups and not by academic ability setting.
- We will use PSHCCE education as a vehicle to address diversity issues and to ensure equality for all by training staff, when necessary and to provide quality resources for teachers to deliver consistently.

Principles

We believe PSHCCE education is so important because it:

- promotes independence and responsibility, preparing young people for future roles as parents, employees and leaders;
- helps to improve employability skills by developing the personal and social skills demanded by commerce and industry;
- contributes to the health and wellbeing of individuals by encouraging individual responsibility for health and potentially reducing the cost to the National Health Service;
- contributes to keeping our young people safe and well protected;
- promotes opportunities for our young people to play a full and active part in society, including promoting 'British Values' as outlined by the Government.

Pupils will be provided with opportunities to learn about:

- Fundamental British Values
- Relationship and Sex- Senior Department only
- Health and Wellbeing
- Careers
- Economic and Financial wellbeing
- Citizenship
- Drugs- Senior Department only

PSHCCE will help to raise pupil academic achievement as it helps to address barriers that can prevent young people from learning. Through the PSHCCE Programme, pupils should:

- believe in their own ability.
- believe that events result primarily from their own behaviour and actions.
- aspire to go into further/higher education or training.
- avoid risky behaviour e.g. smoking, substance and drug abuse and anti-social behaviour.
- not experience bullying.

Throughout PSHCEE lessons, pupils will be encouraged to develop their Competences for Life that develops 7 work related skills. They are:

- Faith In Action
- Independent Learner
- Team Learner
- Reflective Learner
- Creative Learner
- Literate Learner
- Numerate Learner

Durham High School is committed to enriching the lives of pupils through a lived-out experience of Christian Values. In addition, we also recognise that as British Citizens, we are also committed to a very clear set of rights, responsibilities and values otherwise referred to as 'British Values'.

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

Across the School curriculum 'British Values' are referred to, taught and reflected upon in a range of different subjects, across all year groups. As part of this our PSHCEE Curriculum covers key Citizenship issues and can be seen in detail through the Year Group Core Knowledge Overview documents on our School Website.

In Assembly time, which is planned across the year, pupils participate in assemblies including issues such as tolerance and understanding, faith in action and homelessness.

Delivery and Curriculum Pre-Prep and Prep Department

Documentation states that;

-All schools must teach Relationships Education

-Health Education aspect is not compulsory in Independent Schools. (However, it is very much part of our PSHCEE curriculum in Pre-Prep and Prep Department)

-Sexual Education is not compulsory in Primary schools

Pre-Prep and Prep Department have adapted their curriculum accordingly to adopt the new requirements. We are largely using PSHE Association's Programme Builder- Question-Based Model, which provides suggested age-appropriate learning objectives and links to resources for each year group. We

are also incorporating successful elements which we have covered for several years which enhance this scheme of work. Overall, we are exceeding the statutory requirements.

- Some topics have been moved within year groups for greater synergy with other subject themes being covered
- Relying on Science Curriculum to cover Biology element of Relationships.
- 'How will we grow and change?' removed from Year 4 curriculum
- Visit from nurse in Year 5 to specifically address the changes adolescence brings - puberty and personal hygiene
- Female Genital Mutilation aspect removed from Year 6 curriculum to be addressed in Senior Department. (All staff are trained in this area as safeguarding good practice).
- Personal Economic Wellbeing is not a compulsory aspect of PSHCCE but is included due to its importance.

Delivery and Curriculum Senior Department

PSHCCE is a non-statutory subject. However, Since September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSHE) (secondary) aspects of PSHCCE education are compulsory in all schools.

Like other subjects, PSHCCE education gradually builds key concepts and skills through topics that are relevant to a young person's age and stage of development.

At Durham High School, our PSHCCE curriculum follows the National Curriculum Programme of Study for Citizenship and the PSHCE Association Programme of Study which is based on three core themes:

1. Health and Wellbeing (Relationships and Sex, Drugs and Health Education)
2. Relationships (Relationships and Sex, Drugs and Health Education)
3. Living in the Wider World (Citizenship, Careers and Economic and Financial Wellbeing Education)

The Relationships and Sex Education strand incorporates the three main elements of RSE-

- attitudes and values
- personal and social skills
- knowledge and understanding; all within the teachings of the Anglican Church.

Relationships, Sex and Health Education is taught in line with Durham High School RSHE Policy which can be found on our Website.

To find out more about our PSHCCE curriculum please see the School Website where you can access:

- PSHCCE Core Knowledge Overviews for each Year group.
- PSHCCE Curriculum document

At Durham High School, PSHCCE is delivered across the curriculum, in Assemblies and through Tutor time, twice per week. Years 8-11 have timetabled PSHCCE lessons once per fortnight for 65 minutes and Year 7 have one 65-minute lesson per week.

Content is reviewed on a regular basis by the PSHCCE Coordinator, who will liaise with PSHCCE teachers to collate pupil and staff evaluations to ensure an effective SOW is delivered.

All pupils are provided with their own PSHCCE Portfolio when they join Durham High and this builds up throughout their KS3 and KS4 journey. They are taught in mixed ability tutor groups.

The staff participate in relevant CPD to ensure they are provided with up to date, relevant information.

Outside agencies are used where possible to enhance the learning experience of our pupils within particular strands. The pupils always complete an Outside Speaker Questionnaire to inform value for money and impact on learning. Staff complete one too, relating to how the sessions fitting in with their content for the morning and indicate whether the speaker should be used again.

A variety of teaching and learning strategies are used to deliver PSHCCE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHCCE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place;
- Collaborative work;
- Circle time activities;
- Opportunities for reflection;
- Challenge within a safe environment;
- Respect for each genuinely made contribution;
- Negotiation;
- Accommodating new information and skills;
- Building on current experience and use first-hand learning to achieve positive ends.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from

the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Assessment, recording and reporting

Pre-Prep and Prep Department

Pupils in Pre-Prep and Prep Department follow the Curriculum Map, as shown as Appendix A.

Senior Department

All pupils compile a PSHCCE portfolio throughout their time at Durham High School. They have a Core Knowledge Overview for each year which outlines what they will learn.

At the start of each PSHCCE lesson, each pupil will complete a KWL activity (What I know, What I want to know, What I have learnt) to establish their starting point within that session, against the objectives. Throughout the lesson, the document will be reviewed and pupils will add new learning to their document.

At the end of each three-lesson block for a particular strand, pupils will complete a reflection document in which they will focus on how they have developed their skills related to the session and competencies for life. The reflection sheet includes a pupil voice section where they can relate the learning from the session to real life. The teacher will also make a comment in relation to the PSHCCE Learning Skills so the pupil can work on this in the next rotation.

The principles of assessment for learning underpin our policy and practice. We aim to improve learning by providing effective verbal feedback to pupils, actively involving pupils in their own learning, adjusting teaching to take account of the results of assessment, recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning and pupils being able to assess themselves and understand how to improve.

Pupil Voice

Pupil personal development and well-being is at the heart of all we do. Pupil voice forms the core of the pastoral team's pupil voice. Pupils are consulted at every opportunity through:

- Specific PSHCCE Pupil Voice Learning Walks
- The School Council
- In discussion in form time
- Through Subject Leaders/Subject review process

Management of PSHCCE Coordinator (Pre-Prep and Prep Department)

The PSHCCE Coordinator in Pre-Prep and Prep Department is managed by the Vice Principal Please see below for the responsibilities of the role.

Management of PSHCCE Coordinator (Senior Department)

The PSHCCE Coordinator is line managed by the Vice Principal.

The PSHCCE Coordinator will be responsible for:

1. Policy development - working with SLT to develop a PSHCCE education policy, PSHCCE education development plan, system for assessing, recording and reporting, system for monitoring and evaluation;
2. Curriculum planning - including coordinating the drawing up of a scheme of core provision for Key Stages 3 and 4. Alongside Strand Leaders, identifying opportunities for PSHCCE learning in other subjects, identifying opportunities for PSHCCE learning beyond the classroom;
3. Managing learning and teaching - including selecting, deploying and updating resources, managing the PSHCCE education budget, building/supporting a PSHCCE education team, co-ordinating assessment, recording and reporting, liaising with the School Council and PSHCCE Pupil voice;
4. Liaising/communicating with JLT or SLT, subject departments, Strand Leaders, Post-16 education and training providers, external agencies/initiatives, for example local council, police;
5. The planning and implementation of PSHCCE throughout the School during assemblies, the school day and tutor time activities;
6. Training and support for PSHCCE education trainees – ITT's, ECT's, new members of staff to Durham High School;
7. Monitoring and evaluation - including reviewing delivery of the PSHCCE education programme, contributing to the School Activity Plan, preparing for ISI.
8. Ensuring high quality outside speakers are used to enhance learning opportunities within each strand of PSHCCE, and ensure that they comply with our Visiting Speaker Policy.

Use of Visitors/Outside Agencies

At Durham High School we recognise the value of partnership working. We also recognise that visitors will work alongside the class teacher who will be present at all times and remain responsible for the delivery of the PSHCCE programme. Visitors to the School will have been given a copy of the PSHCCE policy and completed our Visiting Speaker form before they work with the pupils and will have liaised with the PSHCCE co-ordinator or Vice Principal for the area on which they are speaking beforehand to discuss and plan the content of the sessions. They will all be briefed on our Safeguarding procedure and who to contact, should they have a concern about a pupil's wellbeing/ safety.

Pupils will be made aware of support systems outside the School during PSHCCE lessons, Durham High Schools Careers Coordinator, the School website, notice boards, posters, class teachers, pastoral staff, Form Tutors etc.

Confidentiality

Durham High School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

An underlying principle in supporting pupils in our School is that all pupils are listened to sensitively and objectively, their voice is heard, they are believed and their wishes taken into consideration.

Appendix A: Curriculum Map PSHE and Citizenship

	Autumn	Spring	Summer
Year 1	<p>Class Charter (FBV)</p> <p>Relationships: What is the same and different about us? Who is special to us?</p> <p>Internet Safety: 'Smartie the Penguin' www.childnet.com/resources</p>	<p>Health and wellbeing: What helps us to stay healthy?</p> <p>Living in the wider world: What can we do with money?</p> <p>Sponsored Walk – why we should support people in need (FBV)</p>	<p>Health and wellbeing: Who helps to keep us safe?</p> <p>Living in the wider world: How can we look after each other and the world?</p> <p>Cross-curricular Staying safe in the sun The work of the RNLI (FBV)</p> <p>Internet Safety – 'Smartie the Penguin' www.childnet.com/resources</p>
Year 2	<p>Class Charter (FBV)</p> <p>Relationships: What makes a good friend? What is bullying?</p> <p>Cross-curricular Safety with matches; bonfire night Important people – the Royal Family and the Prime Minister; Mayor (FBV)</p>	<p>Living in the wider world: What jobs do people do?</p> <p>Health and wellbeing: What helps us to stay safe?</p> <p>Sponsored Walk – supporting our local or wider community (FBV)</p> <p>Internet Safety – 'Smartie the Penguin' www.childnet.com/resources</p>	<p>Health and wellbeing: What helps us grow and stay healthy? How do we recognise our feelings?</p> <p>We are an 'Eco-School'. What does this mean? Caring for the environment – 'Keep Britain Tidy'; recycling; reusing</p> <p>The Country Code (FBV)</p>
Year 3	<p>Class Charter (FBV)</p> <p>Relationships: How can we be a good friend?</p> <p>Health and wellbeing: Why should we eat well and look after our teeth?</p> <p>Cross-curricular Healthy eating and dental hygiene LEA Road Safety Awareness (FBV)</p>	<p>Relationships: What are families like?</p> <p>Living in the wider world: What makes a community?</p> <p>Sponsored Walk – charity & caring for others (FBV)</p> <p>Internet Safety – emailing (3 sessions)</p>	<p>Health and wellbeing: What keeps us safe? Why should we keep active and sleep well?</p> <p>Charities (FBV) Helping at home – food banks Helping overseas – Traidcraft/Fairtrade Helping animals – Dogs' Trust, RSPB (FBV)</p>
Year 4	<p>Class Charter (FBV)</p> <p>Health and wellbeing: What strengths, skills and interests do we have?</p> <p>Internet safety – using www.childnet.com Smart Crew resources (5 sessions)</p>	<p>Health and wellbeing: How can we manage our feelings?</p> <p>Relationships: How do we treat each other with respect?</p> <p>Cross-curricular What's in the news? <u>Moving</u> Why do people move today? Moving within a country Moving between countries – refugees</p> <p>Girls on Board Sponsored Walk-charitable giving (FBV)</p>	<p>Health and wellbeing: How can we manage risk in different places?</p> <p>Living in the wider world: How can our choices make a difference to others and the environment?</p> <p>Cross-curricular The Woodland Trust (FBV)</p>
Year 5	<p>Class Charter (FBV)</p> <p>Health and wellbeing: How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing: How can we help in an accident or emergency?</p> <p>Relationships:</p>	<p>Health and wellbeing: What makes up a person's identity?</p> <p>Living in the wider world:</p>

	<p>Living in the wider world: What decisions can people make with money? Girls on Board Internet Safety - texting</p>	<p>How can friends communicate safely? Internet Safety – CEOP video – ‘Jigsaw’ Sponsored Walk – charitable giving (FBV)</p>	<p>What jobs would we like? Local government: What do we know about our local community? What makes Durham special? Who represents you and me? (FBV) Health and Sex Education Puberty – visit by school nurse Personal hygiene (FBV)</p>
Year 6	<p>Class Charter (FBV) Leadership What makes a good leader? Taking responsibility. Giving and receiving constructive criticism Health and wellbeing: How can we keep healthy as we grow? Girls on Board Cross-curricular Impact of WWII on families Treatment of Jews in WWII – treatment of those who are different. Celebrating difference (FBV) Conflicts today and Remembrance Day Internet Safety – CEOP- ‘How to stay in control’</p>	<p>Living in the wider world: How can the media influence people? Environmental Responsibility Pollution of rivers, litter pollution, graffiti Impact of human ‘use’ in Durham City eg anti-social behaviour (FBV) Water Aid Raising awareness of basic needs of others (FBV) Money matters Sponsored Walk – charitable giving (FBV) Internet Safety – Safety Carousel- Social Media</p>	<p>Relationships: What will change as we become more independent? How do friendships change as we grow? Cross-curricular (FBV) Why are laws needed? Types of government Democracy in Ancient Greece Democracy in UK – parliament, elections and government; European parliament (FBV)</p>
All of Pre-Prep and Prep Department	<p>Fundamental British Values</p> <ul style="list-style-type: none"> • Regular visits from PC Bennison • Class assemblies – focusing on a variety of famous people and their roles in society 		