



## **POLICY 29**

### **PSHE POLICY**

Policy reviewed by	Director of Teaching
Governors' Committee	Education & Pastoral
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Approval / Oversight	Approval
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# TRURO HIGH SCHOOL

## PSHE

### 1. Introduction

This policy applies to all pupils at Truro High School, including those in EYFS.

Truro High School recognises its responsibility in developing pupils' spiritual, moral, social and cultural awareness. In addition, the School is responsible for educating pupils on their future economic wellbeing, including providing independent careers advice and guidance. The Personal, Social, Health and Economic Education (PSHE) programme forms an integral part of how the School meets this responsibility.

The PSHE programme complements, and contributes to the work of other areas of the School, to develop:

- Pupils' self-awareness, self-esteem and self-confidence;
- Pupils' understanding and appreciation of others;
- Pupils' understanding of the world around them on a local, national and global level;
- Pupils' understanding of fundamental British values (see below).

In doing so, the PSHE programme, along with other areas of school life, enables and encourages pupils to:

- Understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Distinguish right from wrong and respect the civil and criminal law of England;
- Accept responsibility for their behaviour, show initiative and understand how they can contribute to community life and the lives of those in their community, and to society more widely;
- Acquire a broad general knowledge of and respect for public institutions and services in England;
- Acquire an appreciation of, and respect for, their own and other cultures and other people in a way which promotes tolerance, harmony and inclusion;
- Respect and understand those with protected characteristics - a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or belief h. sex i. sexual orientation
- Develop into young adults equipped the necessary knowledge, understanding and skills to thrive in the society they live in;
- Know and understand what is meant by a healthy lifestyle, and know how to stay safe;
- Understand what makes for good relationships with others;
- Make informed choices regarding personal and social issues.

The PSHE curriculum aims are to enable pupils to:

- Learn to care for themselves and their world in a safe and responsible manner;
- Understand and respect British values, rights, responsibilities and beliefs;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a respect for different ways of life, beliefs, opinions and ideas;
- Learn how society is organised, governed and to appreciate what it means to be a positive member of a diverse and multi-cultural society;
- Become successful learners who enjoy learning, make progress and achieve;
- Become confident individuals who are able to live safely, healthy and fulfilling lives;
- Become responsible citizens who make a positive contribution to society.

The policy should be read in conjunction with following:

- Child Protection and Safeguarding Policy
- Sex & Relationships Education Policy
- Equal Opportunities Policy
- Drugs and Substances Policy
- Alcohol Policy
- No Smoking Policy
- Rewards and Sanctions Policy.
- Learning Support Policy

## 2. Curriculum Scope

The nature and detail of the topics covered in the PSHE programme must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates, the programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupils' maturity.

### ***EYFS***

PSHEE and citizenship in EYFS is an integral part of topic work. The PSHEE aspects of pupils' work are related to the objectives set out in the Early Learning Goals, particularly the area of learning focused on a child's personal and social development.

Pupils in Years 1-13 have distinct lessons in PSHEE. Areas and methods of study are broad. Pupils should be offered the opportunity to reflect on their own and others' values, use informed opinions when forming their own and work individually and collaboratively to develop and maintain positive relationships.

### ***Prep School***

TWINKL is the principal scheme used to deliver PSHE in the Prep School. The curriculum is divided into a number of core units, appropriate to the age and experience of the pupils. The topics covered are as follows:

	<b>Michaelmas 1</b>	<b>Michaelmas 1</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Pre-Prep Year A</b>	Relationships  <b>TEAM</b>	Health & Well Being  <b>Think Positive</b>	Living in the Wider World  <b>Diverse Britian</b>	Relationships  <b>Be Yourself</b>	Health & Well Being  <b>It's My Body</b>	Living in the Wider world  <b>Aiming High</b>
<b>Pre-Prep Year B</b>	Relationships  <b>VIPs</b>	Health & Wellbeing  <b>Safety First</b>	Living in the Wider World  <b>One World</b>	Relationships  <b>Digital Well Being</b>	Living in the Wider World  <b>Money Matters</b>	Health & Well Being  <b>Growing Up</b>

<b>Prep 3</b>	Relationships  <b>TEAM</b>	Health & Well Being  <b>Think Positive</b>	Living in the Wider World  <b>Diverse Britian</b>	Relationships  <b>Be Yourself</b>	Health & Well Being  <b>It's My Body</b>	Living in the Wider world  <b>Aiming High</b>
<b>Prep 4</b>	Relationships  <b>VIPs</b>	Health & Wellbeing  <b>Safety First</b>	Living in the Wider World  <b>One World</b>	Relationships  <b>Digital Well Being</b>	Living in the Wider World  <b>Money Matters</b>	Health & Well Being  <b>Growing Up</b>
<b>Prep 5</b>	Relationships  <b>TEAM</b>	Health & Well Being  <b>Think Positive</b>	Living in the Wider World  <b>Diverse Britian</b>	Relationships  <b>Be Yourself</b>	Health & Well Being  <b>It's My Body</b>	Living in the Wider world  <b>Aiming High</b>
<b>Prep 6</b>	Relationships  <b>VIPs</b>	Health & Wellbeing  <b>Safety First</b>	Living in the Wider World  <b>One World</b>	Relationships  <b>Digital Well Being</b>	Living in the Wider World  <b>Money Matters</b>	Health & Well Being  <b>Growing Up</b>

Underlined topics are directly linked to a safeguarding curriculum.

### **Senior School**

The curriculum in Years 7-11 is divided into six core units, which are returned to a number of times in order to ensure the content is appropriate to the age and experience of the pupils:

- Fundamental British values;
- Safeguarding: child sexual exploitation, female genital mutilation, sexting, online and bullying, Prevent training;
- Health and well-being: alcohol/drugs, mindfulness, exercise, healthy eating;
- Money and finance-managing budgets;
- Study skills and careers;
- Sex and relationship education.

### **Sixth Form**

The focus of the PSHE programme in Years 12-13 is on preparing pupils for life beyond school, especially at university. Topics can vary from year-to-year, but include the following:

- Preparing a university application;
- Study skills;

- Cooking;
- Personal safety, including self-defence;
- Sex and relationships education;
- Drugs and alcohol education;
- Budgeting and finance.

The PSHE programme is delivered through a variety of methods, in addition to distinct PSHE lessons. It is delivered through:

- Other elements of the curriculum (e.g. citizenship in Geography lessons);
- Other elements of the School's routine (e.g. assemblies, form time);
- One-off events and activities (e.g. Year 9 Enterprise Workshop);
- Extra-curricular activities (e.g. Year 10 Young Enterprise);
- The general ethos, atmosphere and relationships within the School, which includes the valuing of individuals, positive attitudes and the development of co-operation and helpfulness;
- The physical environment and procedures of the School which are designed to promote health and safety;
- Through the role models offered by the adults in the School.

### 3. Contribution to Spiritual, Moral, Social and Cultural Development

Under the *Independent School Standards Regulations 2014* the School has a duty to ensure the development of the spiritual, moral, social and cultural knowledge and understanding of its pupils. Beyond the regulations, it is the School's belief that these are crucial areas of education for any pupil in preparing her for the opportunities, responsibilities and experiences of later life.

In PSHE lessons pupils' **spiritual** development is fostered by encouraging them to express, explore and develop their:

- Beliefs, religious or otherwise, which inform their perspective on life, and their interest in and respect for different people's feelings and values;
- Sense of enjoyment and fascination in learning about themselves, others and the use of imagination and creativity in their learning world around them, including the intangible;
- Willingness to reflect upon their experiences.

In PSHE lessons pupils' **moral** development is fostered by encouraging them to express, explore and develop their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- Understanding of the consequences of their actions;
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

In PSHE lessons pupils' **social** development is fostered by encouraging them to express, explore and develop their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

In PSHE lessons pupils' **cultural** development is fostered by encouraging them to express, explore and develop their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;

- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

#### **4. Sex and Relationships Education**

The School has a separate Sex and Relationships Education Policy, which includes details of parents' right to withdraw their daughter from sex education lessons.

#### **5. Visiting Speakers**

Although much of the PSHE programme is delivered by class teachers and form tutors, some elements require specialists to deliver content appropriately and effectively. The School believes visitors such as nurses and family planning advisors can greatly enhance the quality of provision. The School has built up a successful working relationship with visitors who are professionals and trained to deal with such aspects of the programme. Support is given by teaching staff before and after the visits to link it into their delivery of the PSHE programme and to allow them to answer any relevant questions.

#### **6. Partisan Political Views**

Teachers must not promote partisan political views in their teaching of PSHE or any other subject, or in any other way when they are in contact with pupils at school. Teachers must ensure that they offer a balanced presentation of opposing views in such situations.

#### **7. LGBTQ+Issues**

Teachers must not promote any one lifestyle as the only acceptable one for society. Lesbian, Gay, Bisexual and Transgender (LGBTQ+) issues are discussed as part of sex and relationship education in the PSHE programme.

#### **8. SEND**

Pupils with special educational needs and disabilities (SEND) may need more help than others in coping with the physical and emotional aspects of growing up. They may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared to protect themselves against abuse by others. The needs of pupils at Truro High School are met through the teaching on the PHSE programme.

#### **9. Monitoring and Evaluation**

The Head of Prep oversees the programme and the schemes of work in the Prep School. The PSHE Co-ordinator oversees the programme and schemes of work in the Senior School. Both work closely with teachers delivering the programme to evaluate its effectiveness and to ensure that the programme remains relevant and appropriate to pupils.

The PSHE Co-ordinator also works closely with the Deputy Head in the Senior School to ensure the programme can respond to pastoral, health and safety issues which arise.

Senior School pupils complete an evaluation each year which forms part of the annual review of the programme.