



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION POLICY

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Defination, Values and Aims

Hedingham School believes that a PSHE education programme is important in helping students develop into well rounded individuals who can make a positive contribution to their community. At Hedingham School, we believe that while currency (exam results) are essential for a student's future aspirations, we also have a duty to develop the student's character. The values of currency and character in turn underpin the culture at Hedingham School.

Personal development in school is the means by which all students are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs and regardless of their social and/ or economic backgrounds. It promotes their well being and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

At Hedingham School, our PSHE education curriculum is closely linked to our Relationships and Sex Education (RSE) and the pastoral care programme, led by the Student Support Centre. The PSHE curriculum is delivered through tutor time and our 'Ready, Respect, Safe Beyond The Classroom' tutor programme. In addition to this, students have 'drop down' enrichment days where we use outside speakers such as health workers, fire service and charities to broaden the curriculum and share real life experiences. Furthermore, the programme is delivered through all curriculum areas where staff recognise opportunities to promote the spiritual, moral, cultural, mental and physical development of students.

Students spiritual, moral, social and cultural (SMSC) values are central to Hedingham being an inclusive school. At Hedingham School, we uphold and teach students about fundamental British Values which are defined as:

Democracy

The Rule of Law

Individual Liberty

Mutual respect for and tolerance of those with different faiths and beliefs.

The school aims at reflecting issues which arise in our ever changing world to support students in the 21st Century world.

Legislation & Statutory Requirements

All schools have a statutory duty to meet section 2.1 of the National Curriculum framework which states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.

Prepares students at the school for the opportunities, responsibilities and experiences of later life.'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting student well being and student safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE Education plays an important part in fulfilling all of the responsibilities.

Links to Other Policies

This Personal, Social, Health and Economic Education Policy is linked to the following policies:

- Behaviour Policy
- Child Protection Policy
- Relationships and Sex Education (RSE) Policy.
- Keeping Children Safe in Education Statutory Guidance 2018.
- Promoting British Values in Maintained Schools (DfE November 2014)

Key Roles and Responsibilities

- The governing body has overall responsibility for the implementation of Hedingham School PSHE Education Policy.
- The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body has overall responsibility for reviewing the PSHE Policy biannually.
- The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The Assistant Headteacher will be responsible for the day-to-day implementation and management of the PSHE Education Policy.
- The Assistant Headteacher, House Leaders and Pastoral Support Manager are responsible for liaising with other staff and professional agencies to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- As required by statutory guidance, the governing body and Senior Leadership Team will consult with parents to ensure that the RSE and PSHE policies reflect the needs and sensibilities of the wider school community.
- The school will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from RSE education.
- We will ensure that pupils are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

Personal, Social, Health and Economic Education Programme

Hedingham School delivers PSHE through Tutor Time sessions under our *Ready, Respect, Safe - Beyond The Classroom* Programme. In addition to this, PSHE is taught through 'Drop Down Days' where aspects of Personal, Social, Health and Economic Education are delivered to students through outside speakers.

Furthermore, PSHE is delivered discreetly across the wider curriculum in all Key Stages as part of a broad and balanced curriculum.

The PSHE programme includes the following components:

Ready

Develop responsibility and independence within school by being prepared for learning which they will take forward into society and their working lives.

Economic wellbeing and financial capability.

Careers education.

Work-related learning.

Respect

Developing positive values and a moral framework that will guide their decisions, judgements and behaviour.

Understand the value and importance of family life as a social institution.

Understand what constitutes 'socially acceptable' behaviour within school and in society.

Celebrate their own personal identity.

Explore British Values including:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

- An understanding of the importance of identifying and combating discrimination.

Safe

Develop self- confidence, self esteem and self-worth.

Identify and manage risks both in real life and on-line.

Manage their personal well-being and know where to seek support.

Undersand the social and emotional aspects of learning.

Know the importance and benefits of a healthy lifestyle.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honesty with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationships and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons) or in subjects where apparently unrelated topics lead to a discussion on aspects of sexual behaviour. We would make alternative arrangements in such cases.

The request to withdraw must be made in writing to the Headteacher. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses. Parents are informed of this process on entry to school.

Confidentiality, Controversial and Sensitive Issues

Where appropriate, teachers should reinforce that, if students have any personal concerns or wish to talk about any issues raised in the lesson, they can speak to a member of the Student Support Team.

Teachers cannot offer unconditional confidentiality. Should issues of a sensitive nature arise, the school, whilst providing maximum support for the students, will aim to involve parents and/or any relevant support agency.

The schools will provide opportunities for students to speak to the school nurse who while respecting the confidence of the students, will encourage them to work with their parents in addressing any issues of a personal or sensitive nature.

The schools' response to confidentiality is in the first instance to maintain the safety of the student.

(see also Hedingham School Child Protection Policy)