

Policy Title: PSHE Policy

Mortimer



Leader:
Review Date:

Mrs K.Meyer
September 2024

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Statement of intent

Mortimer believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the Mortimer website where it, and the PSHE curriculum, will be available to read and download.

Signed			
	Headteacher	Date	
	Chair of governors	Date	

Legal framework

1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- DfE (2022) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1. This policy will be followed in conjunction with the following school policies and procedures:

- Anti-bullying policy
- Child Protection Policy
- Equal Opportunities Policy
- Safeguarding policy

Key roles and responsibilities

1. The Governing Body has overall responsibility for the implementation of the school's PSHE Policy.
2. 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 age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
3. The headteacher has overall responsibility for reviewing the PSHE Policy annually.
4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints and Compliments Policy.
5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
9. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

Aims of the PSHE curriculum

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

Teaching methods and learning style

1. A range of teaching and learning styles are used to teach PSHE.
2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
1. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
2. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
3. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
4. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
5. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

Timetabling and cross-faculty involvement

1. The school uses Form Time as the primary part of timetabled delivery of PSHE.
2. PSHE is taught in other areas of the curriculum, e.g., Science.
3. It is delivered by form tutors and other staff.
4. Each half term, teaching staff are given an overview of what they will be teaching that half term and key subject knowledge to ensure staff are confident to teach the spiral curriculum in an age-appropriate manner.
5. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

Safeguarding, reports of abuse and confidentiality

1. All staff are aware of what constitutes child-on-child abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g., hitting, kicking, hair pulling.
- Sexual violence, e.g., rape, assault by penetration and sexual assault.
- Sexual harassment, e.g., sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- Sexting
- Initiation/hazing type violence and rituals.

1. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

1. All staff are aware of the associated risks surrounding pupils' involvement in serious crime and understand measures in place to manage these.
2. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
3. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
4. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
5. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
6. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
7. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.