



# PSHCEE Policy

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## 1. Aims

PSHCEE at QMHS aims to equip students with the knowledge and skills to help grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

PSHCEE stands for:

Personal  
Social  
Health  
Citizenship  
Economic  
Education

Our curriculum is mapped through three key themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Each theme covers a wide range of topics that are relevant to our vision of enhancing students' understanding of themselves, the choices they make and how they can navigate wider society.

The PSCHEE curriculum supports the work of QMHS Core Values of:

Responsibility  
Honesty  
Respect  
Integrity  
Tolerance

Throughout the key themes, students will learn to express their opinions respectfully and understand that not everyone will share the same views. Through these discussions they learn to be accepting and non judgemental of others and see the value in viewing situations from another point of view. We therefore continually promote the core values that underpin our school culture.

## 2. Statutory requirements

PSHCEE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- We must teach citizenship education in line with [National Curriculum requirements](#).

## 3. Content and delivery

### **3.1 What we teach**

As stated above, we're required to cover the content for relationships and sex education, health education, and citizenship as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education (RSE) policy [here](#) for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHCEE, including health education, see the attached curriculum map for more details about what we teach in each year.

### **3.2 British Values**

The DfE encourages the promotion of fundamental British values education within schools. At QMHS, these values are taught across the entire curriculum, with a particular focus present in PSHCEE lessons. The fundamental British Values are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance

In Years 8 and 10, British values are explicitly taught and their importance is overtly considered. In addition, all year groups will touch upon these topics whilst exploring various units of work. For example, Year 7 study how the Government and voting works as well as why we have laws and how they are created. Many year groups consider topics such as bullying, equality and discrimination which will lead to discussions surrounding respect, liberty and tolerance.

Due to the wide range of topics, PSHCEE is an ideal place for students to learn about British values in a variety of contexts. The majority of topics that we cover will link back to British values in some way. However, students will also learn these values through other curriculum subjects as well as assemblies and form time activities. The weekly themes for form time often relate to British Values and students will supplement their understanding through these activities and presentations.

### **3.3 How we teach it**

#### **Who teaches PSHCEE?**

PSHCEE lessons are taught by the Subject Leader and teaching staff who have "gaps" on their timetable but who have generally been specifically chosen by the Subject Leader and Timetable Lead due to previous experience and/or interest in the area of PSHCEE education. Where possible existing staff who have taught PSHCEE before will be used. In the first instance, the Subject Leader will teach areas that are new or in need of development in order to continually develop resources.

All staff are given a PSHCEE handbook which outlines key information about teaching PSHCEE topics and how the department operates. Staff have a meeting in September with the Subject Leader who will outline the key aspects of teaching PSHCEE as well as any practical needs. Staff are encouraged to

speak to the Subject Leader where they have any concerns, worries or questions about the topics they are teaching. Content specific resources and webinars are shared with relevant staff as optional CPD depending on their needs.

### **When is PSHCEE taught?**

#### **Year 7**

Three lessons per fortnight.

#### **Years 8 & 9**

One lesson per fortnight.

#### **Years 10**

One lesson per week.

#### **Year 11**

Off Timetable sessions will be planned with carefully selected external speakers where needed.

### **Where else is PSHCEE taught?**

Some form time activities related to PSHCEE will be covered by the form tutor and will be clearly identified on the Form Time Overview document. These sessions will be fully resourced and require little preparation.

Other subjects including Biology, Computer Science, Religious Studies and PE will also deliver some of the PSHCEE content through their own Schemes of Work. For example, internet safety is covered in depth within Computer Science and some aspects of RSE fall under the Biology curriculum.

As PSHCEE topics are so wide ranging, there will be multiple opportunities in the year for assembly themes to overlap and enhance the teaching of PSHCEE. For example, mental health week and UK Parliament Week are used to supplement and extend the already clear teaching of these topics in lessons.

### **The Use of External Providers**

External agencies are also booked for specific workshops and are carefully chosen. The first workshop conducted in school are observed by the Subject Leader for evaluation and if deemed effective enough to continue, they are then supervised by a member of staff the following years. These may be stand alone topics or will feed into current timetabled topics.

### **Resources**

PSHCEE lessons are scheduled to be taught in FH35 where possible. All physical resources are kept in the store room located within this classroom. Digital copies of resources and detailed schemes of work are provided for each topic. Resources have been created using a variety of sources that cater to specific topics within the wide ranging curriculum, including The PSHE Association and EC Resources.

There are often other optional resources available which are mentioned in the SoW. Teaching staff can be flexible in their approach and may choose to teach the topics in a different way, tweak or develop a new resource. They may choose to do this to reflect the specific needs of their class.

All resources given are accessible to the majority of students. However, the expectation is that the class teacher will adapt their teaching style or resources to suit the class and specific individuals. It is the responsibility of the class teacher to ensure all students can access the work available and to adhere to any SEN guidance in Pupil Passports. However, support and advice can be provided by the subject leader and SENDCO.

The use of technology in the classroom is encouraged. Particularly, where research or creative presentations can be used to enhance learning. iPads or computer rooms can be booked for lessons using the school system.

### **Marking and assessment**

PSHCEE is a non-examinable subject that is far reaching in terms of the content and diversity of topics within it. We do not therefore examine or level in PSHCEE. The desired outcomes for PSHCEE are that students are informed on a range of topics that will allow them to be an active part of their community as well as have information to help them make decisions that enable them to be happy, healthy and safe. These topics do not require revision or a formal assessment in school and will not be externally assessed at any point. Students will demonstrate their understanding to teachers through interactions in lessons, presentations and work in their books.

Students complete a self evaluation sheet at the end of each topic where they reflect on how they performed as a learner and also what they learned from that topic. This provides an opportunity for students to share their thoughts on their own learning and allows teachers to see the students' thought process and make comments for future improvements. Marking exercise books is expected to occur once per term with acknowledgement that there may not be very much written work in the exercise books as many lessons are discussion based.

### **Sensitive Topics**

Our PSHCEE curriculum has been geared towards our own pupils at Queen Mary's High School. We provide more in depth lessons on topics that we feel are more relevant to our pupils who are predominantly female and have a multi cultural background. We often use scenario work and refer to many aspects of our specific pupil population within these, including gender, name and background. As well as this, pastoral issues that present to us are often embedded into the curriculum for relevant years and often form the basis of the scenarios we use, e.g. students upset by "joking comments" made by friends.

We tackle sensitive topics with an open mind, allowing students to explore and debate their own opinions and those of others in a respectful and safe environment. We give information to students in a non judgmental and unbiased way in order for all students to be able to make the right decision for them in a specific situation, whether this be in a friendship, a relationship or navigating the modern world. Topics are taught carefully and respectfully and teachers will use knowledge of their own students to alter resources if necessary.

We allow all pupils to debate ideas and opinions and do not tell them what to think, only the facts and laws around the topic areas. Student feedback shows they feel able to discuss opinions openly and without fear of consequence and they enjoy the opportunity to do this. We actively encourage these communication and discussion skills in a manner which teaches our students tolerance, patience and respect. They view PSHCEE lessons as a safe environment and view the topics as important for real life and they appreciate the opportunity to have PSHCEE lessons and wish they could have more. This positive feedback and evaluation is reassuring for the department, particularly as staff change each year.

Some students may choose to confide in a teacher about a particular issue that has been raised in a lesson. Or the teacher may notice “odd” questions/answers or overhear something that is of concern. Teachers are aware that they must report any conversations/concerns using the procedure outlined in our Safeguarding Policy.

#### **4. Roles and responsibilities**

##### **4.1 The Local Governing Body**

The governing board will approve the PSHCEE policy, and hold the Head Teacher to account for its implementation.

##### **4.2 The Head Teacher**

The headteacher is responsible for ensuring that PSHCEE is taught consistently across the school.

##### **4.3 Staff**

Staff are responsible for:

- Delivering PSHCEE in a sensitive way
- Modelling positive attitudes to PSHCEE
- Monitoring progress
- Responding to the needs of individual pupils

##### **4.4 Students**

Pupils are expected to engage fully in PSHCEE and, when discussing issues related to PSHCEE, treat others with respect and sensitivity.

#### **5. Monitoring arrangements**

The delivery of PSHCEE is monitored by the Subject Leader for PSHCEE Miss Nicola Ayres through:

- Book scrutinies
- Learning observations/learning walks
- Student reflection review every two years

This policy will be reviewed annually by the Local Governing Body.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

RSE Policy

Careers Policy

E Safety Policy

Anti Bullying Policy