



SARACENS HIGH SCHOOL

PSHCE Policy

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Statutory Requirements

From September 2020 PSHCE education will be mandatory across all schools in the UK. We must teach relationships and health aspects of PSHCE education including sex education (RSE). This is in line with the terms set out in statutory guidance

PSHCE education is a key component in our approach to safeguarding. Through work on topics such as relationships and consent, the programme provides pupils with the knowledge, language, skills and strategies to protect themselves, to protect their peers and if necessary to access help for themselves and others.

Principle

Personal, Social, Health, and Citizenship Education (PSHCE) is a basic entitlement for all pupils. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the school.

PSHCE is about what it is to be a person. This is primarily concerned with the exploration of values and attitudes, and as a values-driven school, this is fundamental to our educational offer. PSHCE also contributes to the development of personal skills with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals who make a positive contribution to their communities and to society as a whole.

At Saracens High School pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular, the House system and the many activities arranged within the Houses support an inclusive, participatory ethos. PSHCE aims to enable pupils to:

- value others and feel valued
- respect others and be respected
- accept others and be accepted
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated
- develop leadership, organisation, resilience, initiative, and communication skills.

PSHCE gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and those of others in society, allowing them to build meaningful relationships. It also promotes pupils' well-being and self-esteem enabling them to take responsibility for their learning and life choices.

PSHCE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHCE programme, individual pupils are encouraged to show respect for our common humanity and diversity, and to accept the differences between people.

PSHCE in the school curriculum

At Saracens High School we provide many opportunities to promote pupils' personal and social development through the PSHCE curriculum, including belonging and identify, relationship and sex education, substance education, financial education, careers education, human rights and abuses including Female Genital Mutilation (FGM). Our PSHCE curriculum is intimately related to our approach to character education. It also complements lessons from the school curriculum covering areas such as issues in politics, the law, family, the environment, economic well-being, British Values, e-safety, self-awareness and the media.

Outside of the curriculum the following add value to PSHCE within the wider school context:

- Core and foundation subjects
- PiXL Them and Us and The Edge programmes
- Assemblies (year, house, and whole school)
- Drop down days for a specific focus (for example e-safety, or Relationship and Sex Education)
- House activities
- House and school elections
- School charities
- Cross-curricular projects
- School/pupil council
- Invited visitors
- Learning group sessions
- Work with vulnerable pupils including social skills groups, and the work of the SEND staff, including Learning Mentors
- Educational visits
- Futures programme – 'My Future, My Choice' (careers)
- Residential experiences
- Sports teams & other activities
- Work experience/work shadowing

Success criteria for PSHCE

- The personal development of pupils so they are confident and articulate, showing mutual respect to all, and fostering a desire to make a positive contribution to society
- Pupils have an excellent knowledge of how to live a healthy and safe lifestyle
- Pupils cultural capital enables them to leave with high quality employability skills

PSHCE activities

- Pupils in all years will have PSHCE delivered through weekly lessons, as well as through drop down focus days, where the normal curriculum is suspended
- Outside agencies who are specialist in specific areas will contribute to the delivery of some topics (such as 'keeping safe', eg the Police, knife crime groups; economic well-being, eg bank representatives; relationship and sex education, eg FGM, sexuality, etc).
- Good teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:
 - Ground rules;
 - Good questioning skills;
 - Working together;
 - Understanding another point of view;
 - Reflection, review and evaluation;
 - Role play;
 - Discussion and debate.

Answering Difficult Questions

- Staff responsible for teaching PSHCE will be supported with the preparation of resources and strategies to deliver material by the teacher responsible for the subject area. Any colleague expressing concern regarding teaching a particular topic will be supported by other by another member of staff, which may include teaching the session for them
- Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHCE
- No teacher or pupil will be expected to answer personal questions
- No-one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner

Assessment

- Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases, there may be written evidence. Self- and peer- assessment will be actively encouraged, and pupils will have time to reflect on the learning and their progress.