



# Merchant Taylors' School

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# PSHE Policy

# MTGS

**PSHE Policy**

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## **Personal, Social, Health and Economic Education (PSHE) Policy**

### **Rationale**

This policy covers our school's approach to PSHE at Merchant Taylors' Girls' School.

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they will need to manage their lives now and in the future. As part of a whole school approach PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education is an important and necessary part of all pupils' education. All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: 'promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.'

PSHE education can help schools to reduce or remove many of the barriers to learned experiences by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the schools' statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE provision is an essential to safeguarding pupils.

PSHE education equips pupils with the knowledge, understanding, skills and strategies to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving financial wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## **PSHE, Education and Safeguarding**

Teaching about safety and relationships as part of PSHE education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relationship to Safeguarding duties. Our RSE (Sex and Relationships Education) lessons in particular deal with key safeguarding issues, such as sexting.

PSHE education also offers an opportunity to fulfil the requirements of the governments statutory guidance issued under Section 29 of the Counter Terrorism and Security Act 2015 (Prevent Duty Guidance) by giving the pupils the chance to explore, understand and discuss fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

In addition, PSHE education helps pupils learn about the importance of e-Safety. Pupils need guidance in developing their own set of responsible behaviours to keep them safe when online, but equally they should know that, if things go wrong, they may seek help and support from any trusted adult.

The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling these responsibilities.

We promote the needs and interests of all pupils, and under the Equality Act 2010 will not discriminate against pupils because of

- 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

### **PSHE at MTGS**

We seek to use PSHE education to build, where appropriate, on the statutory content outlined in the National Curriculum, the Basic School curriculum and in Statutory Guidance on: drug education, financial education, e-Safety, Relationship and Sex Education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

In keeping with our core values, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community and many opportunities to do so exist within the school.

### **The aims of PSHE education at MTGS**

- To develop confidence and responsibility and make the most of abilities
- To develop a healthy, safe lifestyle including online
- To develop good relationships and respect the differences between people
- To prepare to play an active role as citizens and understand the importance of British Values
- To develop economic, financial and enterprise capabilities
- To develop an awareness of different careers and work related learning

### **The Organisation and Delivery of PSHE Education at MTGS**

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We positively promote diversity and inclusion, and will consider all pupils' needs by speaking honestly, factually and sensitively during discussions and responding to questions in an age appropriate way. We expect our pupils to consider others' needs as set out in the ground rules at the start of each lesson. We believe that full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE (Relationships and Sex Education) not within the national curriculum science programmes of study. We will ensure that pupils with SEND receive access to PSHE through differentiation.

Within MTGS, PSHE is delivered by form tutors, a dedicated team for Sex Education, the Head of Wellbeing (MTGS), the school nurse and external speakers and is allocated a full lesson weekly within the timetable.

PSHE education is also delivered through the academic curriculum particularly in subjects such as Computer Science, Religious Studies, History, Geography, Biology and PE lessons.

In addition, whole-school and section assemblies incorporate many of the overarching concepts of PSHE education, and pupils are strongly encouraged to organise and deliver a number of these assemblies themselves. Extracurricular clubs and enrichment sessions also play a part in delivering a number of the key themes of PSHE education. We also organise and manage enrichment days by external contributors to facilitate highly beneficial and appropriate learning opportunities for our pupils. In recent years this has included the NSPCC, Kidzfit, Bikeability, themed topical workshops e.g anti-bullying and mental toughness. When employing specialist speakers to deliver aspects of our PSHE programme, we follow the school protocol, which involves a written agreement, comprehensive research, security checks and reference sourcing.

The school also provides many practical opportunities for pupils to experience fundamental British Values. They are encouraged to take an active role in decision making and to have the knowledge, skills and understanding to play an active role in both the school and the wider community. Each form elects a Form Captain and Deputy Form Captain on a termly basis. The Head Girl team and Senior Committee comprise pupils who are elected by staff and pupils. The girls are encouraged to initiate and run clubs and societies and a well-developed mentoring scheme gives both mentors and mentees experience of exercising rights and responsibilities.

There are opportunities for work-related learning through a well-developed programme of Careers Education and Guidance. The School's programme includes off timetable opportunities for each year group e.g. Career Exploration days in Year 7, Guess My Career in Year 8, Take Your Daughter to Work Day for Year 9, Careers and Higher Education Convention for years 10, 11, 12 and 13, working lunches and workshops are made available to all girls in Year 9 and above. The School works with additional external support employed at certain times of the year via appropriate providers and offers impartial advice and guidance in accordance with the requirements of the Children's Act of 2004, "Every Child Matters / Achieves".

### **The Content of PSHE**

PSHE education at MTGS follows the framework provided by the PSHE Association in 2017 ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)). This national programme of study covers Key Stages 3 to 4 and is based on three core themes:

1. Health and Wellbeing (physical and mental health)
2. Relationships
3. Living in the Wider World

This programme of study identifies the key concepts and skills that underpin PSHE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. Sex and Relationships Education (RSE) is a requirement and in this respect MTGS adhere to the statutory guidance from the Department for Education.

We will determine pupils' prior knowledge using the KWL model. Pupils will write what they Know, discuss what they Want to know and at the end of the course what they have Learnt. The programme will be taught through a range of teaching methods, based on active engagement in learning. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices. We will work to ensure that sessions are positive, help pupils to make connections between their learning and 'real life' behaviours and link to other areas of the curriculum.

At Key Stage 3, PSHE is delivered primarily by form tutors. They know their students well and facilitate individual growth, through their care and delivery of the programmes of study. Pupils record and evidence their participation in lessons through their PSHE folders. They retain this folder throughout the Key Stage so that learning and progression can be tracked.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values and deepen the knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. The programmes of study focus on RSE, careers, mental wellbeing, politics and citizenship, banking and taxation and drug awareness.

It is taught by form tutors as well as a dedicated team of specialist teachers, particularly for Sex Education. Teachers responsible for teaching PSHE receive training through their subject specialism and courses when requested. We will use external contributors when the opportunity arises. In recent years this has included NCS facilitators, NHS Organ Donation Team and Skin and Back Specialist in relation to stress. When using external speakers to deliver aspects of our PSHE programme, we follow the school protocol, which involves a written agreement, comprehensive research and sourcing references.

The overarching concepts developed through the Programme of Study are;

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices). Health includes both physical and mental health.
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

### **Monitoring and Review**

It is the responsibility of the Head of PSHE, The Head of Wellbeing and The Senior Management Coordinator of PSHE to monitor and review the delivery, content, teaching and assessment of PSHE education.

A record of pupil's participation within PSHE lessons is evidenced in the termly class scrapbooks; a collection of written work, discussion logs and photographs.

Details of the Policy will be available to parents via the school Portal. We are committed to working with parents and carers. We will communicate with parents and carers through the MTPS Stanfield weekly newsletter to highlight events and will offer support through relevant electronic documents including tips on how to support children. This will encourage discussion of topics at home. We will communicate to parents about their right to withdraw in the same way. If a parent wishes to withdraw their child, they must inform the Headmistress in writing.

## References

This policy links with those on:

- Careers Policy
- Work Related Learning Policy
- Relationship and Sex Education
- Anti-Bullying
- ICT and Social Media Acceptable Use Policy
- Safeguarding and Child Protection
- Curriculum Policy