

PSHCE policy

The Bridge - Secondary



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1. Aims

The aims of personal, social, health, citizenship and economic (PSHCE) education in our school are to:

- PSHCE education prepares our pupils to live their ‘best lives’ - both now and in the future
- PSHCE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives
- As part of a whole-school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society
- PSHCE education helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn, achieve and raise aspirations
- Our PSHCE education programme makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing
- Our PSHCE programme contributes to pupils’ careers education through exploration of career paths, and meaningful encounters with employers
- The learning provided through our PSHCE education provision is an essential contribution to the safeguarding of our pupils

Through our curriculum we teach and celebrate the value of **FREE**dom. Our whole school values of "**FREE**" also articulates what we strive for our learners as they are "**FREE**" to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and from low aspiration.

At The Bridge we promote a programme of wrap-around pastoral care ensuring our students’ emotional and social needs are met whilst encouraging curiosity and inquisitiveness. We challenge our young people to take responsibility, modify their behaviors, improve attitudes to school life and make academic progress across the range and breadth of curriculum opportunities available. Whilst every student has different prior learning and levels of knowledge in all areas of the curriculum, we value those different starting points and promote the value of equality in every aspect of our curriculum, especially PSHCE.

The Bridge’s curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The PSHCE curriculum also have a significant focus on SMSC.

2. Statutory requirements

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

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach.

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

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHCE, including health education, see our curriculum map for more details about what we teach across the provision on our rolling curriculum plan.

3.2 How we teach it.

Each tutor group at The Bridge will receive 2 x 45-minute lessons of PSHCE per week and will be led by the PSHCE lead Lucy Parfitt. The tutor can plan inclusive lessons that regardless of ability, SEND needs or disability it is accessible for all.

- Are delivered in a safe and supportive learning environment
- Contain accurate and relevant knowledge
- Provide 'quality not quantity'
- Use pupil feedback (e.g. pupil questionnaires) and local data (e.g. Public Health) to prioritise the focus of our learning
- Provide links (e.g. the health risks of using drugs with the awareness of peer pressure)
- Respect pupils' prior learning, experience, needs and readiness
- Provide opportunities to turn knowledge into personal understanding
- Provide opportunities to o 'know about...' o 'know how to...' o 'be able to...'
- Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability PSHCE often draws upon pupils' real-life experiences.

Staff delivering and supporting the programme of study will ensure any pupil demonstrating signs of being at risk is brought to the attention of the Safeguarding Team, adhering to the school's Child Protection and Safeguarding Policies.

Each term there will be a guest speaker, which will benefit the student's knowledge.

Our PSHCE resources are chosen and checked for:

- inclusivity
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date.

Assessment of PSHCE

- Opportunities for Assessment for Learning (AfL) are built into provision
- Baseline assessment is used to ensure new learning is relevant
- Baseline assessment is used to ensure progress can be assessed
- Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
- Progress in PSHCE education is recorded and reported to parents in line with all other noncore curriculum subjects.
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations

4. Roles and responsibilities

4.1 The headteacher

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

4.2 Staff

Staff are responsible for:

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

4.3 Pupils

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

5. Monitoring arrangements

The delivery of PSHCE is monitored by the curriculum lead through planning scrutinions, learning walks, lesson observations and peer reviews.

This policy will be reviewed by The Headteacher – annually

6. Links with other policies

This policy links to the following policies and procedures:

Curriculum Policy

RSE Policy

Child Protection Policy