

## **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) including CITIZENSHIP & ECONOMIC EDUCATION**

### **1. Rationale**

All schools must provide a curriculum that is broadly based, balanced and 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 pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

PSHE education is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing. The Department for Education (DfE) has made it clear that schools should make provision for it (see below).

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education should address both pupils' direct experience and preparation for their future. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHE programme which meets pupils' needs and which is tailored to local circumstances is critical. This document, to be read alongside the PSHE Association's Programme of Study, aims to help schools to make appropriate decisions about their PSHE education programme in a time of significant change.

### **Department for Education (DfE) review of PSHE education**

In March 2013, the DfE published its review of PSHE education in which it stated:

*PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum.*

[Written Ministerial Statement: *Review of Personal, Social, Health and Economic education*, March 2013]

### **PSHE education and Ofsted**

Ofsted's 2013 PSHE education survey also highlights the relationship between a school's PSHE provision and overall effectiveness, observing "a close correlation" between surveyed schools' Section 5 (whole school) inspection results, and their grade for PSHE education. Section 5 inspections take into account whether a school provides its pupils with a 'broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development'. Ofsted's grade descriptors for PSHE education make a clear connection between PSHE education, SMSC and behaviour and safety, so is likely to be very interested in the subject's provision when looking for evidence to support these elements of Section 5 inspections.

### **2. PSHE education as part of a whole school approach**

PSHE education should not be planned in isolation. It is most effective in a 'health promoting school' culture and where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing, citizenship, physical education and design and technology. Tunbridge Wells Girls' Grammar School (TWGGS) also takes account of existing DfE guidance on Sex and Relationships Education, preventing and tackling bullying, safeguarding and equality.

At TWGGS we recognise the importance of PSHE in a broad and balanced curriculum which seeks to promote the spiritual, moral, cultural, mental, economic and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of adult life. Young people need the self-awareness, positive self-esteem and confidence to:

- Stay as healthy as possible;

- Keep themselves and others safe;
- Have worthwhile and fulfilling relationships;
- Respect the differences between people;
- Develop independence and responsibility;
- Play an active role as members of a democratic society;
- Make the most of their own and others' abilities.

The aim of the PSHE programme is to enable pupils to acquire information, and to form attitudes, beliefs and values about issues which affect them, in order that they may be able to make informed decisions about their lifestyle. We aim to enable our pupils to develop into confident adults who show tolerance and understanding towards others, who enjoy relationships based on mutual respect and who seek to live their lives within a moral framework. This is linked to the school's British Values statement (2017)

### **3. IMPLEMENTATION**

TWGGGS adopts a whole-school approach to PSHE, as many aspects of school life influence pupils' personal, social and economic development. Form tutors usually deliver PSHE for a one hour period during each two week cycle of the timetable, and also during form periods on days when pupils do not attend assembly. The whole school has PSHE simultaneously.

The school follows the national framework for PSHE at Key Stages 3 & 4. There are three core themes within which there will be broad overlap and flexibility:

1. *Health and Wellbeing*
2. *Relationships*
3. *Living in the Wider World*

In each theme, there is suggested content intended to start debate rather than being definitive. It will be considered alongside the school's assessment of pupil need. See Appendix 1 for details of the Programmes of Study.

### **4. ROLES AND RESPONSIBILITIES**

Each Director of Achievement is responsible for the PSHE programme for his/her Key Stage. The DoAs are responsible to the Deputy Headteacher. The DoA, in consultation with Pastoral Support and the Deputy Headteacher, are responsible for:

- Identifying INSET requirements of form tutors in their Key Stage
- Developing schemes of work and lesson plans
- Managing resources
- Attending relevant INSET courses and disseminating information
- Liaising with outside agencies
- Monitoring and evaluating the programme

The Deputy Headteacher is responsible for monitoring and evaluating the delivery of the programme via DoA and Pastoral Support, and in overseeing the whole PSHE programme in order to ensure continuity across the Key Stages.

At Key Stages 3 and 4 Directors of Achievement (DoA) and Pastoral Support design the course for each year in their Key Stage. In Years 7 – 11 the programme is spiral, as it seeks to be appropriate to the needs and ages of the pupils. Most of the programme is delivered by form tutors in Years 7 – 9 with occasional outside speakers (eg police liaison officer, school nurse) invited in to give specific talks. In Years 10 –11, progressively more outside speakers are invited in to talk as experts in their field (eg for drugs education and political issues). Outside agencies and facilitators are used to broaden political experience. This continues in the Sixth Form, where the programme is designed by the Director of Achievement, Deputy Headteacher and Pastoral Support, to address the changes in personal and legal responsibility in the transition to adulthood and allow time for planning the next stage of education or careers.

All form tutors receive an outline programme at the beginning of each year and a more detailed plan containing lesson plans, resource material and guidance a few days before each lesson. This is modified every year by the DoA, in the light of evaluation by both pupils and form tutors. There is some flexibility in the programme, which allows form tutors to rotate in order to capitalise on staff expertise and to accommodate the availability of outside speakers.

Most Newly Qualified Teachers (NQTs) are form tutors. NQTs who are not tutors are attached to nominated form tutors for each term, in order to develop their expertise by work shadowing, observing, and team teaching.

Elements of PSHE are covered elsewhere in the curriculum and during extra-curricular activities, including Careers Education and Guidance. (See separate careers policy.) All members of staff are expected to be very familiar with the contents of the Confidentiality and Child Protection/ Safeguarding policies.

## **5. MONITORING AND EVALUATION**

Form tutors and selected pupils regularly complete evaluation forms at the end of PSHE lessons. At Key Stage 3 comments are recorded by pupils in their Citizenship booklets. These are used by DoA to modify the programme if the evaluation comments are negative. DoA also monitor the value of the lessons by informal discussion with pupils and form tutors, and by observation of lessons.

PSHE is a regular item on the agenda of tutor team meetings and DoA meetings which occur at least every half term.

School Council regularly reviews the PSHE programme and make suggestions for improvements.

## **6. REVIEW**

The Deputy Headteacher will review this policy every three years, prior to discussion at and approval by governors. The review will take place in consultation with the SLT, Pastoral Support at KS3/4 and Sixth Form; DoAs and will include the views of parents and pupils by the use of feedback from evaluations and questionnaires.

## Appendix 1 - PROGRAMME OF STUDY KS3 and 4

### Core theme 1: Health and Wellbeing

In **Key Stages 3 and 4**, pupils should be taught:

- how to maintain physical, mental and emotional health and wellbeing including sexual health\*
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle.

\* *Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships.*

### Core theme 2: Relationships

In **Key Stages 3 and 4**, pupils should be taught how to:

- develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

### Core theme 3: Living in the Wider World

*Schools' statutory responsibility to secure external careers guidance from year 8 to post 16 should be taken into account when delivering the core theme of Living in the Wider World. This theme also has strong links with citizenship and aspects of it, for example, financial education, should be planned alongside citizenship provision.*

In **Key Stages 3 and 4** pupils should focus on 'economic wellbeing, careers and the world of work' and be taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

**A health promoting school culture** places teaching and learning in the wider context of schools' approach to:

- a) Leadership, management and managing change
- b) Policy development
- c) Learning and teaching, curriculum planning and resourcing
- d) School ethos, culture, environment and SMSC development
- e) Giving children and young people a voice
- f) Provision of support services for children and young people
- g) Staff continuing professional development (CPD), health and wellbeing
- h) Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing

i) Assessing, recording and monitoring impact and outcomes.

**Additional support:**

- The Career Development Institute provides support for career educators and guidance professionals.
- The Association for Citizenship Teaching provides support for developing the citizenship curriculum.
- The Personal Finance Education Group (PFEG) provides access to resources and advice about financial education across the curriculum.

## Appendix 2 – PSHE Programme (Indicative - from 2016-17)

### YEAR 7 PSHE PROGRAMME 2016 - 2017

DATE	T JAM & KID – H5	W ASF – C4	I MAF – G16	G JOS & AGR – A3	S SAF – C8
13.9.16	← INDUCTION ACTIVITIES WITH JAM →				
27.9.16	← PHOTOS →				
11.10.16	← E-SAFETY WITH MARK SYKES PAC →				
END OF TERM 1					
1.11.16	← PERSONAL HYGIENE WITH JAM PAC →				
15.11.16	← LEPRA TALK PAC →				
29.11.16	← LEPRA WORKOUT HALL →				
13.12.16	HEALTH RISKS – SMOKING LP	HEALTH RISKS – SMOKING LP	HEALTH RISKS – SMOKING LP	HEALTH RISKS – SMOKING LP	HEALTH RISKS – SMOKING LP
CHRISTMAS – END OF TERM 2					
3.1.17	BRITISHNESS LP	BRITISHNESS LP	BRITISHNESS LP	BRITISHNESS LP	BRITISHNESS LP
17.1.17	FRIENDSHIP ISSUES JAM LP	FRIENDSHIP ISSUES JAM LP	FRIENDSHIP ISSUES JAM LP	FRIENDSHIP ISSUES JAM LP	FRIENDSHIP ISSUES JAM LP
31.1.17	CAREERS LP	ANTI-BULLYING LP	ANTI-BULLYING LP	ANTI-BULLYING LP	ANTI- BULLYING LP
END OF TERM 3					
21.2.17	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP
7.3.17	← BLUEWATER TRIP →				
21.3.17	← EXAMS →				
EASTER – END OF TERM 4					
18.4.17	PROGRESS REVIEW LP & PERSONAL STATEMENTS	PROGRESS REVIEW LP & PERSONAL STATEMENTS	PROGRESS REVIEW LP & PERSONAL STATEMENTS	PROGRESS REVIEW LP & PERSONAL STATEMENTS	PROGRESS REVIEW LP & PERSONAL STATEMENTS
2.5.17	ANTI-BULLYING LP	CAREERS LP	ROLE OF MP LP	ROLE OF MP LP	ROLE OF MP LP
16.5.17	ROLE OF MP LP	PERSONAL FINANCE LP	CAREERS LP	PERSONAL FINANCE LP	PERSONAL FINANCE LP
END OF TERM 5					
6.6.17	PERSONAL FINANCE LP	DRUGS AWARENESS LP	PERSONAL FINANCE LP	CAREERS LP	DRUGS AWARENESS LP
20.6.17	DRUGS AWARENESS LP	ROLE OF MP LP	DRUGS AWARENESS LP	DRUGS AWARENESS LP	CAREERS LP

4.7.17	← FORM DEBATING COMPETITION →
18.7.17	LAST DAY
END OF TERM 6	

### YEAR 8 PSHE PROGRAMME 2016 - 2017

DATE	T DIR & SET – C15	W NCH – C14	I CIL – A4	G MAG – C7	S JAS – C12
13.9.16	ALCOHOL AWARENESS LP	ALCOHOL AWARENESS LP	ALCOHOL AWARENESS LP	ALCOHOL AWARENESS LP	ALCOHOL AWARENESS LP
27.9.16	SRE	CHILD LABOUR LP	CHILD LABOUR LP	CHILD LABOUR LP	CHILD LABOUR LP
11.10.16	CAREERS	SRE	HUMAN RIGHTS LP	HUMAN RIGHTS LP	HUMAN RIGHTS LP
END OF TERM 1					
1.11.16	DEMOCRACY & DICTATORSHIP LP	DEMOCRACY & DICTATORSHIP LP	DEMOCRACY & DICTATORSHIP LP	DEMOCRACY & DICTATORSHIP LP	DEMOCRACY & DICTATORSHIP LP
15.11.16	HUMAN RIGHTS LP	HUMAN RIGHTS LP			
29.11.16	CHILD LABOUR LP				
13.12.16					
CHRISTMAS – END OF TERM 2					
3.1.17					
17.1.17	← FIRE SERVICE PAC →				
31.1.17	SELF-ESTEEM LP	SELF-ESTEEM LP	SELF-ESTEEM LP	SELF-ESTEEM LP	SELF-ESTEEM LP
END OF TERM 3					
21.2.17	← SHOPLIFTING TALK JXW PAC →				
7.3.17		CAREERS			
21.3.17	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP
EASTER – END OF TERM 4					
18.4.17					
2.5.17	← PERSONAL STATEMENTS →				
16.5.17	← PROGRESS REVIEWS →				
END OF TERM 5					

6.6.17			SRE	CAREERS	
20.6.17				SRE	CAREERS
4.7.17					SRE
18.7.17	LAST DAY				
END OF TERM 6					

**YEAR 9 PSHE PROGRAMME 2016 - 2017**

DATE	T GEB & JIC – C3	W HAS – C17	I DEJ – G14	G TIP – A6	S JAW – H4
13.9.16	RACISM LP	RACISM LP	RACISM LP	DIFFERENCE LP	DIFFERENCE LP
27.9.16	← PHOTOS →				
11.10.16	DIFFERENCE LP	DIFFERENCE LP	DIFFERENCE LP	RACISM LP	RACISM LP
END OF TERM 1					
1.11.16	SRE 1	OPTIONS	OPTIONS	FAST TOMS	CAREERS
15.11.16	OPTIONS	SRE 1	CAREERS	OPTIONS	FAST TOMS
29.11.16	CAREERS	FAST TOMS	SRE 1		OPTIONS
13.12.16			FAST TOMS	SRE 1	
CHRISTMAS – END OF TERM 2					
3.1.17	FAST TOMS				SRE 1
17.1.17	SRE 2				
31.1.17		SRE 2			
END OF TERM 3					
21.2.17			SRE 2		
7.3.17				SRE 2	COPING WITH STRESS LP
21.3.17	← POLITICIANS PAC →				
EASTER – END OF TERM 4					
18.4.17	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP	REVISION TECHNIQUES LP
2.5.17	COPING WITH STRESS LP	COPING WITH STRESS LP	COPING WITH STRESS LP	COPING WITH STRESS LP	SRE 2
16.5.17	← PERSONAL STATEMENTS →				



END OF TERM 5					
6.6.17	← PROGRESS REVIEWS →				
20.6.17					
4.7.17	← HOLOCAUST AWARENESS PAC →				
18.7.17	← LAST DAY →				
END OF TERM 6					

**YEAR 10 PSHE PROGRAMME 2016 - 2017**

DATE	T DAM-C11	W SUP-C6	I PAH-C16	G JUM-C2	S REM & GAW-C18
13.9.16	← AIMS AND OBJECTIVES →				
27.9.16	SAMARITANS	SEX & RELATIONSHIPS	← AA PAC →		
11.10.16	SEX & RELATIONSHIPS	SAMARITANS	MENTAL HEALTH	SELF-ESTEEM	SELF-ESTEEM
END OF TERM 1					
1.11.16	SELF-ESTEEM	EATING	SAMARITANS	SEX & RELATIONSHIPS	MENTAL HEALTH
15.11.16	MENTAL HEALTH	SELF-ESTEEM	SELF-ESTEEM	SAMARITANS	SEX & RELATIONSHIPS
29.11.16	EATING	MENTAL HEALTH	SEX & RELATIONSHIPS	EATING	SAMARITANS
13.12.16	← AA HALL →		AIDS AND STI'S	MENTAL HEALTH	EATING
CHRISTMAS – END OF TERM 2					
3.1.17	← THE SPIRE ROWAN CONNELL-HALL →				
17.1.17					
31.1.17	AIDS AND STI'S		EATING		
END OF TERM 3					
21.2.17		AIDS AND STI'S			
7.3.17	← FIRE SERVICE PAC →				
21.3.17				AIDS AND STI'S	
EASTER – END OF TERM 4					
18.4.17					AIDS AND STI'S
2.5.17					
16.5.17					

END OF TERM 5					
6.6.17	EXAMS				
20.6.17	GEOGRAPHY URBAN WORK				
4.7.17					
18.7.17	LAST DAY				
END OF TERM 6					

**YEAR 11 PSHE PROGRAMME 2016 - 2017**

DATE	T MAS-C5	W RON-A8	I SIR & SUW-A5	G BES-G7	S MEB-G8
13.9.16	OPTIONS JIC	OPTIONS JIC	FIRST AID PAC	FIRST AID PAC	FIRST AID PAC
27.9.16	FIRST AID GYM	FIRST AID GYM	OPTIONS	OPTIONS	
11.10.16	WORK EXPERIENCE 1				
END OF TERM 1					
1.11.16	WORK EXPERIENCE 2				
15.11.16	WORK EXPERIENCE 3				
29.11.16	WORK EXPERIENCE 4				
13.12.16	FIRE ROAD SAFETY PAC				
CHRISTMAS – END OF TERM 2					
3.1.17	MOCKS				
17.1.17	PERSONAL STATEMENTS				
31.1.17					
END OF TERM 3					
21.2.17	EATING LP	EATING LP	EATING LP	EATING LP	EATING LP
7.3.17	REVISION LP	REVISION LP	REVISION LP	REVISION LP	REVISION LP
21.3.17	PHOTOS				
EASTER – END OF TERM 4					
18.4.17	MRS CARTWRIGHT HEALTH AND SAFETY PAC				
2.5.17					
16.5.17	STUDY LEAVE				

END OF TERM 5

6.6.17

**SIXTH FORM 2016-2017**

<b>L6th Tutor</b>	<b>Date (Wk 2, Tues, Pd 2)</b>	<b>Lower Sixth</b>	<b>Room</b>	<b>Upper Sixth</b>	<b>U6th Tutor</b>	<b>Room</b>
All	September 13th	<b>Teambuilding trip</b>	Carrot Wood	<b>UCAS/Personal statements</b>	All	IT rooms
All	September 27th	<b>Study Skills</b>	Form Rooms	<b>UCAS/Personal statements</b>	All	IT rooms
TW	October 11th	<b>Y12 Induction: How to make the most of Y12</b> University of Birmingham	LCR	<b>Interview and Networking Skills</b> Pearson College	WI	UCR
IG	November 1st	<b>Apprenticeships</b> The Home Office Emma Dunn	LCR	<b>Radicalisation (ZAK)</b> Mrs Field	All	IT rooms
ST	November 15th	<b>Study Abroad</b> Mark Huntington A Star Future	LCR	<b>Student Finance</b> Government Student Finance School Liaison Team	IG	UCR
WI	November 29th	<b>Road Safety</b> Kent Fire and Rescue	PAC	<b>Mental Health Awareness</b> Steve Howcroft Crossways Community	ST	UCR
All	December 13th	<b>Speech Day rehearsal</b>	Hall	<b>Personal Relationships Marriage</b> Explore	All	Form Rooms
GS	January 3rd	<b>Personal Finances</b> Mr Withers, Rathbones	LCR	<b>Mocks</b>	x	Hall
TW	January 17th	<b>Employability Skills</b> Pearson College	LCR	<b>Personal Relationships Safe Sex</b> School nurses	WI	UCR
All	January 31st	<b>One to One with Tutors</b>	Form Rooms	<b>Personal Relationships Gender Issues</b> IMAGO	All	Form Rooms
IG	February 21st	<b>The Middle East</b> Friends of Israel Jane Woodford	LCR	<b>The Middle East</b> Friends of Israel John Levy	IG	UCR
All	March 7th	<b>Abusive Grooming</b> Mrs Field	IT rooms	<b>Speak Up</b> Road Safety performance	ST	PAC 3
TW	March 21st	<b>Personal Relationships Chlamydia</b> School nurses	LCR	<b>Employment, Benefits, tenancy agreements etc</b> Citizen's Advice Bureau	WI	UCR
SI	April 18th	<b>Taking a Gap Year</b> Gap360	LCR	<b>Mocks</b>	x	Hall

All	May 2nd	<b>Sharing UCAS experience with U6th</b>	Canteen	<b>Sharing UCAS experience with L6th</b>	All	Canteen
<b>L6th Tutor</b>	<b>Date (Wk 2, Tues, Pd 2)</b>	<b>Lower Sixth</b>	<b>Room</b>	<b>Upper Sixth</b>	<b>U6th Tutor</b>	<b>Room</b>
x	May 16th	<b>Study leave?</b>	x	<b>Register &amp; Be A Lifesaver</b> The Antony Nolan Trust	GS	UCR
x	June 6th	<b>Internal exams</b>		<b>Study Leave</b>		x
All	June 20th	<b>Signing on to UCAS</b> Tutors, JLP, Mrs Vallely	G11/12/13 H3	<b>Study Leave</b>		x
All	July 4th	<b>Signing on to UCAS</b> Tutors, JLP, Mrs Vallely	G11/12/13 H3	<b>Study Leave</b>		x
	July 18th	Last day in school		x		x
	August 17th	AS Level Results Day	x	A Level Results Day		x
	June 14th	<i>Personal Statement Writing Workshop</i> <i>Anna Jenkins, Birmingham University</i>	LCR 1.40pm	x		x