



PSHCE POLICY

‘I have come that they may have life and live it to the full.’ John 10 v10

This policy links to Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)

- Teaching and Learning (including Assessment)
- Science
- Child Protection Policy

Definition and objectives for Physical, Social, Health and Citizenship Education (PSHCE)

PSHCE helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. PSHCE helps pupils explore these complexities, reflect on, and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Delivery of PSHCE and the Curriculum

A successful PSHCE programme should be firmly embedded within the school’s curriculum and cross referenced to the National Curriculum for Science. The Ofsted report, ‘Personal Social Health and Economic education in schools’ indicated that the following aspects ensure the delivery of good quality PSHCE:

- A whole school commitment to the importance and value of PSHCE
- Structured learning opportunities with a focus on pedagogy to make lessons active, engaging and relevant
- Sufficient curriculum time to allow for the coverage of the full range of PSHCE topics and themes
- Age and culturally appropriate PSHCE which starts in primary school

Approaches to Teaching and Learning

Effective PSHCE requires the use of active teaching and learning methods and the opportunity for pupils to engage with and discuss sensitive and controversial issues. All teachers of PSHCE will be mindful of the language they use and the resources they select to ensure that they are not inadvertently promoting stereotypical images, but are recognising and celebrating the diverse nature of families, sexual orientation, faiths and cultures. Correct terminology will be used and slang/street names will be avoided.

External agencies

The responsibility for organising and delivering most, if not all, of the PSHCE programme rests with the school, however it is recognised that at times an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. The PSHCE co-ordinator or organising teacher will always ensure that prior to the visit of an external contributor a planning meeting/discussion has taken place where learning outcomes and objectives for the session have been agreed, teaching and learning approaches have been discussed and other relevant information shared. The class teacher retains responsibility for the class at all times and should be present in the classroom even where sessions are delivered by external visitors.

Assessing, monitoring, evaluating and reviewing PSHCE

Pupil progress in PSHCE will be assessed as an ongoing process and reported on in the end of year school reports. The impact is evaluated through Pupil voice surveys.

Resources

A range of relevant and up to date resources that reflect the diverse nature of society will be used in PSHCE

Staff CPD

Performance management and the monitoring of teaching and learning will provide the main evidence base for continuing professional development.

Monitoring and Evaluating

The PSHCE programme is regularly monitored and evaluated through ongoing staff discussions. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. Units of learning will be formally reviewed regularly:

- To review and plan the content and delivery of the programme of study for PSHCE education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of PSHCE are to:

- Keep the governing body fully informed of issues and progress in PSHCE
- Act upon any concerns which may arise from pupil disclosure during PSHCE sessions.

The Governing Body

The governing body has a responsibility to ensure that statutory obligations with regard to PSHCE are being met and that the school has an up-to-date PSHCE policy that describes the content and organisation of PSHCE.

Child Protection and Confidentiality

PSHCE can be a sensitive issue and to protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used, for example, 'That is a really interesting question and I need time to think because I want to give you a really good answer.' This then allows staff to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty the school will have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act.

The Parental Right to withdraw their child from PSHCE lessons

The school recognises the right of parents/carers to withdraw their children from all, or part, of sex and relationships education, which is not part of the National Curriculum.

Under section 405 of the Education Act 2011, parents may opt to withdraw their children from PSHCE lessons: *"if any parent of any pupil...requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except** in so far as the education is comprised in The National Curriculum, be so excused accordingly until the request is withdrawn."*

Parents will be notified in writing of the programme and content for sex and relationships education (SRE) via the school's website and reminded of their right to withdraw their child. The Head Teacher will make contact with any parent who exercises their right to withdraw to discuss their concerns. An interview with the Headteacher will also be offered. Pupils who are withdrawn from SRE lessons will be provided with alternative provision for the duration of the sessions.

This policy will be updated in line with the school's policy review schedule.

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