



Sydenham High School

G D S T
GIRLS' DAY SCHOOL TRUST

Personal Social Health Education (PSHE) Policy Senior School

1. Introduction and Aims of PSHE at Sydenham

The aim of the Sydenham High School PSHE Programme is to enable students to develop holistically, support their transition and guide them from dependence to independence, by equipping students to improve themselves and understand others by:

- **Improving** their health & wellbeing
- **Helping** them understand how to build positive relationships
- **Equipping** them with the knowledge and skills to live in the wider world

This policy covers Sydenham High School's approach to Personal, Social, Health and Economic Education (PSHE), which will support students' spiritual, moral, cultural, mental and physical development and prepare them for opportunities, responsibilities and experiences of life.

This policy has been developed through a process of fundamental review in 2014, and again in 2017 & 2019, and led by the Head of PSHE in consultation with the Senior Leadership Team, Heads of section and students from across all years.

It will be reviewed periodically over the next three years, to ensure it remains true to the newly reviewed PSHE programme & curriculum and re-evaluated during the academic year 2019/20.

As the world changes, the PSHE programme will identify and address new and emerging issues, selecting those most relevant to our students.

When delivering PSHE education we will think about three 'levels'. There are lessons that:

- Explicitly teach about an issue: lessons that offer factual information
- Explicitly teach how to manage an issue: lessons that develop the strategies, language and skills pupils will need to manage the situation or 'moments' in which they encounter an issue
- Underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

2. PSHE & Our School:

During PSHE we aim to deliver the following aspects:

Achieving Individual Excellence

- Careers guidance
- Preparation for university courses
- Workshops and master classes across and outside of the curriculum
- Thinking skills encouraged across the curriculum

Aspire to be your best

- Personal safety
- Study Skills
- Staying safe online
- First aid and Life saving
- Team building
- Enterprise Initiatives
- Drug and Alcohol Awareness
- Financial Awareness

Build confidence and self-esteem

- Age appropriate SRE
- Friendships and Relationships
- Stress Management skills
- Self esteem issues
- Healthy Eating
- Understanding Body Image
- Drugs and alcohol awareness
- Identity
- Safety online and data privacy
- Online image

Celebrate community and diversity

- POSITIVE social and learning environments
- Diversity celebrated
- Discrimination awareness
- Charitable awareness and campaigning
- Respectful relationships embedded in and out of lessons
- Citizenship and Political Awareness
- Using Specialist providers

3. Intended outcomes of our PSHE programme

We believe that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE. Students will be given the opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

Students will receive a comprehensive, balanced and relevant body of factual and emotional information to inform their present and future risk assessment, decision-making and management.

3.1 More specifically our Overall Aim is to:

Enable students to develop holistically, support transition and guide them from dependence to independence.

3.2 Specific Aims (Outcomes):

The Sydenham High School PSHE Programme equips young people to improve themselves and understand others by:

- **Improving** their health & wellbeing
- **Helping** them understand how to build positive relationships
- **Equipping** them with the knowledge and skills to live in the wider world 3.3.

Delivering a balanced curriculum:

Our PSHE Programme is ultimately about enabling students to acquire learning that will allow them to make their own choices, help students explore a set of 'acceptable' choices and find a balance between the two.

While promoting the values of the school, we will ensure that students are offered a balanced programme by ensuring teachers and external agencies do not set up polarising debates in PSHE lessons. It is essential that lessons are sensitive to a range of views but the school must ensure that students always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

The idea of **Character Education** runs throughout the PSHE programme at Sydenham High School. It is explicitly described in year 7, but is prevalent throughout the programme. Character education is an umbrella term loosely used to describe teaching in a manner that will help students develop into young adults with strong moral compasses, emotional intelligence, critical thinking skills and an empathetic understanding of the world. Elements of Character Education are emphasised throughout the programme and also in school life; in subject content and delivery, through delivery of the long form time programme, the co-curricular activities, debating, the use of student voice and forums that support this.

4. Key Principles and Teaching Methodology:

We will seek to provide a clear framework within which professional colleagues can work. The PSHE programme will be taught through a range of teaching methods and will be taught in the following manner:

- Year 7-13: 1 x 45 minute session weekly

PSHE sessions will be led by in-house staff, Heads of Section, Senior Leaders and high quality external agencies.

Our programme 'starts from where students are' and we recognise it is likely that students will bring some prior understanding to issues explored through the PSHE programme.

It is not our intention to scare young people into making healthy choices, but to explore the true consequences of the lifestyle decisions they may make in life. It is important that students are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of our assessment for learning in PSHE.

4.1. In short we will:

- Ensure that sessions, including those on risky behaviours, remain positive in tone by making clear the expectations of students and staff delivering the programme.
- Ensure cross-curricular learning by extending the PSHE Programme through tutor groups etc. and embedded throughout the school curriculum, student development, induction process and extra-curricular activities.

4.2 The use of visitors and external agencies:

We will use visitors and external agencies to bring a level of expertise or personal story to enrich student's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers should always be present to manage the learning.

All visiting speakers are engaged in accordance with our Visiting Speakers policy

i.e.

- A log of visiting speakers is maintained by the Designated Safeguarding Lead;
- All visitors to the site are required to sign in at reception and, if they are not already known to the school, their identify will be verified;
- All visiting speakers will be asked to sign a Visiting Speakers register to confirm they are not involved in 'extremism', vocally or actively opposed to fundamental British values (including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs).
- Visiting speakers and groups are accompanied at all times;
- All staff are fully informed and engaged with respect to the risks of radicalisation and violent extremism, understanding the need to be vigilant;

5. Who will be responsible for teaching the programme?

Our programme will be led by the Head of PSHE, who remains responsible for this policy and the overall curriculum planning, monitoring and evaluation of the programme. Form tutors, teaching staff, and other staff drawn from our existing staff team will be invited to lead sessions, as well as high quality external agencies.

6. PSHE themes & desired outcomes for each year group:

The PSHE programme is based on the key cornerstones of **Improve, Understand & Equip**

The year 7 programme aims to **equip** students with thinking skills to understand self and develop empathy and compassion for others. By the end of the year, students will better **understand** their lives in context and **improve** interpersonal skills and relationships with peers.

The year 8 programme aims to **equip** students with collaborative skills to **understand** the wider community. They will begin to see their lives in context and **improve** collaborative skills and manage changing relationships with peers and the adult world. The PSHE sessions require more risk taking and personal challenges.

The year 9 programme aims to **equip** students with decision-making skills to understand the risks they face. They will begin to build knowledge of the adult world and **improve** their chances of making appropriate and informed choices The PSHE sessions require introspection and discussions to **understand** the social, political and personal choices they face in early adulthood.

The KS4 programme aims to **equip** students to understand and learn to manage the risks they face. Now more involved in the adult world and its paradoxes students will **improve** their chances of making appropriate and informed choices.

PSHE develops practical skills offering a chance for students to **understand** the cultural and political influences on them. Respect and tolerance for others is encouraged as students begin to understand different lifestyles and opportunities facing them.

The KS5 programme aims to **equip** students to **understand** the career choices and lifestyle decisions ahead of them. The Y12 programme helps to **improve** the leadership skills of students and encourages their service to the school and local community. In Y13 we **equip** students to manage the career, personal, financial and practical risks facing them as they enter university and the workplace.

7. How will we assess this learning?

We believe that assessment in PSHE is not about 'passing or failing', or about behavioural outcomes. Teachers and students both need to know that what has been taught has been learned, and that learning is progressing. PSHE alone is not, and cannot be responsible for student's future lifestyle choices. However we are committed to assessment of learning, which is specific to PSHE.

7.1 How will we involve and consult students?

We believe that consultation and involvement of students in PSHE is crucial if teaching is to meet their needs and address the issues they are facing. Without such engagement, teachers are left to 'guess' what is needed. Involvement of students also means that teachers can learn what students think of what is currently being taught.

Students have been involved in the creation of this policy through a fundamental review in 2014, where year groups 9, 11 & 13 were consulted about the programme, speakers, staff and topics. This led to the reworked scheme of work and the addition (and removal) of outside speakers and workshops.

Throughout 2019-20 all students completed evaluation forms which were considered for the development of the programme. An evaluation will continue to take place on a termly basis. A detailed assessment of topics at the end of academic year 2020 has led to further developments in topics delivered at all stages of the programme.

7.2 Specifically we will:

- Develop a shared approved list of external providers with opportunities for staff and students to comment on their suitability.
- Use ICT to enhance experiential learning, make it fun, fast paced, exciting.
- Develop our social media avenues,
- Explore issues through student development programme
- Evaluate student response through Google forms and formal feedback

7.3. Student enquiries

We believe it is important that students feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers will consult with the school's PSHE lead or Senior Leadership Team if they are not confident in answering certain questions.

We will also provide opportunities for students to have an anonymous question box for individuals who are not comfortable raising questions in an open setting; e.g. sessions about bullying and sex education

8. Inclusion and differentiated learning:

We will ensure that all students have equal access to our PSHE Programme. We recognise and

respect students' different abilities, levels of maturity and personal circumstances; for example sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their family, friends and wider community.

As far as is appropriate, students with special educational needs should follow the same PSHE programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Learning support assistants should work with individual students where required, sometimes on a one-to-one basis.

It is not the school's policy to withdraw students with special educational needs from PSHE to catch up on other national curriculum subjects; these aspects of personal and social development are as important as academic achievement.

We will identify students' different starting points by:

- Evaluating previous years student responses
- Liaising with Heads of Year to identify students for whom issues need a more sensitive approach
- We will respect students' unique starting points by providing learning that is relevant to the particular cohort, well researched in terms of content and delivery style. In sensitive subject areas a place of safety and the right to leave a session is offered.
- We will ensure that students with special educational needs receive access to PSHE through careful work with Heads of Year and SENCO before and after PSHE sessions.

9. Creating a safe and supportive learning environment

We recognise that our PSHE programme works within students' real life experiences and therefore require a safe and supportive learning environment. We will create this by establishing clear 'ground rules'.

We will ensure that if students indicate that they may be vulnerable and at risk, they will get appropriate support from senior staff and the head of PSHE, who will work within the school's safeguarding policy to ensure clarity about what is required in such circumstances.

9.1. Confidentiality:

Due to the nature of PSHE, students' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

10. Keeping parents and carers informed:

As the PSHE Curriculum develops we want to ensure that parents, carers and wider community are kept informed at all times. This policy will be available and accessible through our school website, social media and by dissemination of subject/programme brochure, letters home. There are developments in the delivery of a parents' programme.

10.1 We understand that the most powerful PSHE is the collaboration between school and home. We are committed to working with parents and carers and will offer support (where practically possible) by:

- Offering material for parents or carers to explore with their children.
- Offering a parents' and carers' evening or workshop for interested parents and carers to find out more about PSHE.

- Communicating to parents about their right to withdraw their children from specific sessions by writing to them in advance.

11. Equality and diversity

We will actively promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by ensuring our PSHE provision is accessible to every student, although parents still have a right to withdraw their children from non-statutory elements of sex and relationships education.

Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE provision.

We will promote social learning and expect our students to show a high regard for the needs of others by reinforcing the school rules and embedding clear ground rules throughout lesson planning.

We will use PSHE as a vehicle to address diversity issues and to ensure equality for all by celebrating achievement and encouraging access and participation of all students.

We will always respect how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. We pay particular regard to the protected characteristics as set out in the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race, religion or belief; sex; sexual orientation.

We recognise that PSHE is also crucial and will strive to help students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. All relevant information and ways to tackle discrimination will be made clear to the teaching staff and student body.

11.1 We will ensure equality by:

- Being sensitive to the different needs of individual students and recognising that this may need to adapt over time as the student population changes.
- We will assess the needs of different students by working closely with year heads and tutor group leads.
- We will review this policy every three years or in light of statutory or legislative change.

12. Linking PSHE to other policies and curriculum subjects:

We acknowledge that PSHE is something that should run throughout the school and that learning in other relevant subjects should complement the PSHE programme.

Furthermore this policy complements the following:

- Safeguarding and Child protection
- Drug education and the management of drug-related incidents
- Health eating
- Anti-bullying
- Equal opportunities
- Health and safety
- Sex and relationships education, please see [Relationships and Sex Education policy](#)
- Prevent
- Fundamental British Values

13. Fundamental British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Sydenham High School we believe our code of conduct and mission statement, as well as our curriculum, enrichment programmes, PSHE programme and extra-curricular activities promote the Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and beliefs.

Actively promoting these values means challenging opinions or behaviours in school that are contrary to Fundamental British Values.

Through the provision of SMSC and PSHE:

Individual Liberty:

Students are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem, self-knowledge and self-confidence is very important. Students are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All students are keen to support charities, whether local, national or global. They are taught consideration for others through our Religious Education curriculum, enrichment curriculum and PSHE days. E-safety lessons enable the students to make choices in a safe manner.

Rule of Law:

All staff members have high expectations of the students in our school. The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws; that they are there for individual protection, the responsibilities that this involves, and the consequences when laws are broken.

Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. Assemblies and discussions in class focus on recognising right from wrong and visits from the Police help to reinforce these messages. Many moral issues are discussed through PSHE and RE lessons, as well as during form time and vertical tutoring, and this enables students to better develop their understanding of the rules of the law. On a broader scale, students are able to distinguish right from wrong, and to respect the civil and criminal law of England recognising that this protects individual citizens and is essential for their wellbeing and safety

Democracy:

Democracy is rife within our school. Pupil voice, as well as parent/carer voice, plays a central part in developing our school. Pupils have the opportunity to have their voices heard through our Student Council Meetings and pupil questionnaires and evaluation forms.

The school is clear in demonstrating how pupils should contribute, co-operate and consider the views and needs of others. Round table meetings take place regularly and students from across the year groups are involved in decision making on a range of topics. These topics are then fed back to tutor groups via form reps.

On a much larger scale, students are encouraged to have a respect for democracy and support participation in the democratic processes, including respect for the basis on which the law is made and applied in England, in contrast to other forms of government in other countries.

Students are involved in voting for Head Girls' and house leaders, as well as the borough's Young Mayor of Lewisham process. Opportunities such as local and general elections are used to hold mock elections in school, promoting Fundamental British Values, and these, with debating forums provide opportunities to learn how to argue and defend points of view in a supported environment.

Mutual Respect and Tolerance:

At Sydenham High School our values of respect and tolerance permeate all areas of school life. This engenders a climate within which students feel safe and secure, and facilitates the fulfilment of potential.

All staff demonstrate respect to everyone with whom they come into contact. They consistently model and promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community. Discussions in class and during whole school assemblies allow the students to show respect and reverence to all other individuals, understanding the importance of identifying and combatting discrimination.

Assemblies, PSHE days and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. This is embedded in the many curriculum areas which are studied throughout the year. We also often use opportunities, celebrations, festivals and events to study other cultures.

Examples of Fundamental British Values in action at Sydenham High School

The following is not designed to be exhaustive, but provides a list of different actions that are in place and being developed:

Individual Liberty

We have key roles and responsibilities:

- Head Girls
- House Prefects
- Form Reps.
- Subject Prefects
- Students are encouraged to make choices, particularly through our enrichment and extra-curricular programme.
- Self-assessment opportunities

Rule of Law

- A clearly structured Behaviour Policy which all students and staff understand and follow
- Assemblies and PSHE provide opportunities to understand the law
- E-Safety
- Clear subjects and classroom rules

Democracy:

- Voting for student representatives
- Hustings for Head Girls and House Leaders
- Young Mayor of Lewisham elections
- Student/Parent voice

Mutual Respect and Tolerance

- Our PSHE programme embodies values of mutual respect through units of learning.
- Understanding of relationships
- Diversity and Inclusion
- A full programme of assemblies for all students to ensure important messages regarding respect and relationships are given
- A growing number of EAL students in our school community
- Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures.
- Disability awareness
- Multi-cultural learning and events
- Learning languages
- Charity events
- Whole school, year group and house assemblies

